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ABSTRACT

This documentary study is based on 12 national dossiers on vocational education and training in the tourist industry. Part 1 is an overview of school vocational training diplomas and curricula and the provision of training programs in the tourist industry. The description of the provision of training in this sector is followed by a review of training programs--secondary and postsecondary--for each Member State of the European Community: Belgium, Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Netherlands, Portugal, and the United Kingdom. A bibliography is provided at the end of most country summaries. Part 2 gives details of policies in the field of tourism in seven Member States and their implications for national and regional economic development. These details are supplemented by bibliographical extracts. For other countries (Belgium, Greece, France, Ireland, Italy, Netherlands, and Portugal), the bibliographic references appear at the end of the report. Part 3 lists publications related to research on both the qualitative and quantitative aspects of tourism. The publications are divided into three categories: national studies on tourism and employment, studies and research on specific subjects, and training of managers. Content of the publication is briefly summarized. A bibliography and references section lists 163 publications and titles by country. Addresses for additional information (by country) are also listed. (YLB)

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CEDEFOP Document

Vocational training in the tourist industry

European Centre for the Development of Vocational Training

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Vocational training in the tourist industry
Study by Liliane Müller-Warson
General coordination: Corrado Politi (Deputy Director)
Project coordinator: Duccio Guerra
In collaboration with Michael Adams and Martina NiCheallaigh

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Vocational Training in the Tourist Industry

A Documentary Study

Study by Liliane Müller-Warson
General coordination: Corrado Politi (Deputy Director)
Project coordinator: Duccio Guerra
In collaboration with Michael Adams
and Martina NiCheallaigh

This documentary study has been based on the twelve national dossiers established with the help of the CEDEFOP's documentation system information network (a list of the correspondent agencies is appended). The aim was not to draw up a bibliography on the subject of vocational training in the tourist sector, but rather to select a series of documents in the light of certain specific criteria. The general objective has been to create documentary support for a series of measures to be launched by CEDEFOP with a view to experimentation and research in the tourist sector, under the name of the ARCHIPELAGO experimental project (multi-media training - distance training for managers of small hotels) and the "REGISTER OF JOB PROFILES IN THE TOURIST SECTOR". The documentary material obtained and the efforts put into its collection have encouraged us to attempt a "summary" in the form of a documentary study that would be a structured, consolidated description of the most significant factors emerging from this plethora of documentation.

We write "summary" in quotes, because the twelve national dossiers were too dissimilar in form and content to be summarised without indulging in generalisations. With the agreement of the author of the study, the national contributions have been reordered around specific themes so that they offer the reader a cross-section view. Some people may find that there are gaps in what has been produced as a result, but we are sure that our readers will appreciate the complexity of the work. It has entailed simultaneous cooperation with twelve national institutes which, by their nature and because of the work they do, draw on documentary sources widely different in content, topicality and organisation.

This report contains many bibliographical references which, in conjunction with the useful addresses, will undoubtedly be helpful to all those who consult it. Nevertheless, anyone wishing to obtain more detailed information is advised to refer back to the twelve documentary dossiers forming part of CEDEFOP's documentary base.

THE EUROPEAN YEAR OF TOURISM is an excellent opportunity for contributions such as ours, although we must confess this was not the prime motive for our work. Even so, we feel that, once the celebration of this European Year has come to an end, we still need to keep alive the general interest sparked off in such a vital sector of production. Vocational training should continue to be an integral part of that sector, since it is such an essential factor in promoting its development.

Duccio Guerra
Project Coordinator

I should like to thank Mrs Anna-Grethe Dolberg-Schomburg and Mrs Maria Tavlaridou-Stueck, translators at CEDEFOP, for their kind help with the Greek and Danish documents.

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PART ONE

SCHOOL VOCATIONAL TRAINING DIPLOMAS AND CURRICULA, AND THE PROVISION OF TRAINING PROGRAMMES IN THE TOURIST INDUSTRY

INTRODUCTION

Part One is an overview of vocational training strands in the education systems of member countries. Training tends to be offered by the official State establishments. The strands are some, but not the only, pathways to vocational training: the certificates and diplomas to which they lead enjoy mutual recognition in each country, except in those cases specifically mentioned.

The description of the provision of training in this sector is followed by a review of training programmes in each of the member countries.

Vocational training takes various forms: in-company apprenticeship, vocational schools and training courses.

- In-company vocational training may lead to examinations set by such institutions as Chambers of Commerce (see Federal Republic of Germany).
- Training in vocational schools implies courses that usually cater for young people after either the lower or the upper secondary cycle of education.

- Many vocational training programmes replace the vocational training provided in the school. Generally speaking, they are aimed at school-leavers and adults wishing to acquire initial training. Often the same establishments offer continuing training and retraining programmes.

1. As pointed out, the initial training system in the Federal Republic of Germany is in most cases based on initial training through apprenticeship in the workplace backed up by theory taught in vocational schools. In other words, it is a dual system, a pattern of training largely based on the acquisition of fairly specialised practical skills in a field that is chosen at the outset of the training.

The "sandwich" or "alternance" system of training highlights the importance that is attached to practical experience gained on the job. Examples are the "Business Administration" training in the United Kingdom and training in the upper secondary level of education in Denmark (second part of the "EFG").

2. Besides the system in the Federal Republic of Germany (although the system does not apply to the higher level), Part One of the report attempts to categorise vocational education in the school by various levels of training. It should be pointed out that most of the information is on establishments recognised by each Member State's official institutions. The role of private education differs widely from one country to another, and is only briefly described.

2.1. In virtually all the member countries, vocational education in the school can start from the end of lower secondary school. At that time pupils may opt to study for:

2.1.1. The tourism sector. In practice, this involves training for a career in travel agencies or tourist offices. The specific courses are for two to three years and are available either as an option in general education (for example, the type 1 secondary school in Belgium) or in vocational or technical schools (as in France, Denmark and Spain and in the type 2 secondary school in Belgium).

2.1.2. The hotel, restaurant and catering trades (HORECA). At this level, training is more specifically linked to restaurant or kitchen work. Generally speaking, pupils attend hotel schools.

2.2. The distinction between the post-secondary level and the higher level is not always clear-cut. The post-secondary level is a continuation of secondary education in the particular branch selected: in other words, pupils continue their studies for one to two years in their vocational school. Compared with higher education, the post-secondary level is geared more towards specialisation in practical aspects of a trade. Training is geared to the job profile requirements in the areas of management, accounting or organisation. It may also be assumed that post-secondary training is offered only in a few schools or countries. Training at this level is offered for careers in tourism in Belgium, Italy (leading to the "maturità tecnica" or technical diploma) and in Spain (for specialist technicians). Hotel training is offered at this level in Greece (chefs) and Spain (hotel management).

2.3. Training for administration and management is provided in higher education.

For the most part, specialised training for the various branches of tourism takes place at the non-university higher education level.

The establishments are usually higher technical colleges offering training for management careers. In the HORECA sector, the training provided is for people intending to set up as independent hoteliers or restaurateurs, i.e. business entrepreneurs. In the tourism sector, the training is in the management of independent travel agencies and tourist facilities, etc. In this sector, it is common for specialist "tourism" studies to be offered in combination with conventional business studies, as in Denmark (cand. merc.), the Federal Republic of Germany (Betriebswirt), Greece (TEI), France (in part), Ireland and United Kingdom (BA, HND).

Advanced specialist studies in tourism can lead to a degree (in Belgium), to the status of tourist technician (Spain), advanced technician (France) or Master (Italy), or to the 'bacharel' qualification (Portugal).

2.4. Only in France and Portugal are there full university courses of study for this sector: for both the hotel trade and tourism in France, and for tourism management in Portugal. In Italy, there are plans to develop a first degree in tourism.

3. There is a wide variety of training programmes for the tourism sector at all levels in member countries. In some countries fairly accurate records are kept. In the United Kingdom, for example, there is a "training database", a computerised databank on training programmes for the HORECA sector covering the entire country.

3.1. Most of the programmes offer initial and continuing vocational training roughly equivalent to what is provided in schools, the difference being that they are often set up by national employment or tourist bodies. Apart from providing general initial training, the aim of these (often social advancement) programmes is to underpin other measures at the same time, as in the case of measures on retraining for alternative employment.

Examples are the programmes arranged by the Ministry for Small Firms and Traders in Belgium, INEM in Spain, CERT in Ireland, INFT in Portugal and EOT in Greece. They provide initial training for such jobs as auxiliaries and cooks in hotels, restaurants and catering (HORECA), or for work in travel agencies or as regional guides.

Also included in this category of training programmes are continuing and specialist training courses.

The certificates obtained are officially recognised and are generally equivalent to school-leaving diplomas. The courses are usually held in special centres run by national agencies, hotel schools or even mobile centres (as in Portugal).

In several cases, trainees continue to earn while they study. In Greece, a pay rise is offered at the end of the course.

3.2. Many training programmes come within the framework of regional development plans and projects. The training provision is set up in the light of research on the job skills in demand as the need becomes apparent or as predicted in the wake of regional economic recovery programmes. Examples are the regional sector plans in France, Local Collaborative Projects (LCPs) in the United Kingdom and the International Labour Office's development plans.

3.3. One of the difficulties encountered in drawing up an inventory of training programmes is the fact that many large firms offer in-house training. In France, a major hotel chain has even set up its own training school.

The situation is not the same with small and medium-sized firms, which depend on external providers for the training of their workforce. People seeking training may:

- attend outside courses run by the various trade bodies. For senior managerial staff, the opportunities range from national trade organisations to training centres, universities or higher education establishments offering specialised courses in specific branches (e.g. Italy and Belgium) or part-time university training (United Kingdom), or
- attend in-company courses run by outside bodies, as occurs in the United Kingdom with retraining and refresher programmes, or in Portugal with initial training in regional hotels.

3.4. Lastly, distance training for the tourism sector is available in three countries: in Germany, in preparation for the Master Craftsman certificate; in France, in preparation for the BTS in tourism; and in the United Kingdom - in conjunction, inter alia, with the "Open Tech" programme - in studying for a BA. Although the advantages to trainees of this type of training are acknowledged, the success of programmes can still not be assessed at this stage. It should be pointed out that research carried out at the Assisi Centre in Italy has highlighted the benefits, indeed the advisability, of distance training programmes and the production of suitable teaching material.

BELGIUM

A. Initial training in the school

There are three general channels of study leading to a career in tourism:

- in secondary education, either type 1 or type 2
- at post-secondary level, i.e. a post-secondary education specialist year;
- at the higher short-cycle (two-year) business studies level.

1. Secondary education:

It should first be pointed out that Belgium has two types of secondary education following the six-year period of primary education. Specialised training for careers in tourism is available starting from various levels of secondary education, i.e. from the third, fourth or fifth year of secondary school.

State education exists side by side with private education. This, together with the autonomy of the regions, is reflected in the organisational diversity of the education provided. Our description of vocational training in education is fairly general as a result.

Lastly, it should be pointed out that, following primary education, all schools prepare pupils for the certificate of higher secondary education in six years.

1.1. Type 1 secondary education:

1.1.1. **Tourism branch.** This specialised education comprises two years' vocational education, i.e. the fifth and sixth years of secondary education. Pupils have 36 hours' lessons per week, including 8 hours' foreign language teaching and a choice of 13 hours' theoretical and technical subjects: typing, law, history of tourism, management, human relations, organisation of the tourist industry.

1.1.2. **Hotel business:** as with the tourism branch, training is taken at the third degree of higher secondary level. Pupils receive 34 to 36 hours'

instruction per week and study two or three foreign languages. As a rule the vocational training courses take up more than half the total curriculum. The courses range from kitchen and hotel technology, administration, HORECA* law, knowledge of food and wine, hotel management and restaurant and kitchen practice. Some schools organise periods of work experience.

In some schools, vocational education may start as early as the second grade, i.e. in the third and fourth year of secondary school. This is the business-tourism option and the HORECA option. The HORECA sector courses at the second grade are in trade technology and practical restaurant and kitchen work. These courses account for 16 of the 36 hours' teaching per week.

1.2. Tourism training in type 2 secondary education forms part of technical secondary education and begins after three years' elementary secondary education. In this type of secondary education, the vocational education course lasts three years.

1.2.1. With the tourism option, technical subjects account for 7 to 8 hours of the 34 hours' instruction per week. The courses cover commercial correspondence, human relations and reception work, tourist geography, art and history of art, tourism and travel agency work. In addition, students learn at least three foreign languages.

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*Hotels, restaurants, catering

1.2.2. Under the **hotel business** option, in the second year the students choose between training for restaurant service and for kitchen work. Of the 36 hours' teaching per week, they have eight hours' technical subjects (business subjects such as management and accounting, law, commercial correspondence and theory of the trade, such as knowledge of food and wine and dietetics) and approximately ten hours' practical work per week. In addition, the students learn three foreign languages.

2. Post-secondary level:

Some schools offer a seventh year of specialisation. This year is open to students who have passed either the general (type 1) or technical (type 2) certificate of higher secondary education, in which their subject options have included adequate study of the second and third foreign language. They may choose from the following sections or options: modern languages, economics, arts subjects, social science, tourist reception, business studies, book-keeping, hotel trade, secretarial work, etc.

Of the 36 hours' instruction per week, students have 13 hours' instruction in three foreign languages and six hours' general educational subjects, and do 11 hours' technical work in the form of traineeships, travel agency procedures, secretarial work, etc. Some schools organise work experience lasting two months.

The studies lead to a skills certificate qualifying the holder for work as a tourist receptionist or tourist agent.

3. Higher education

This is a short higher business studies course in which students may opt for one of two sections:

3.1. Tourism, known as: "Marketing, Tourism, Recreation" and available from academic year 1989-1990 onwards in certain schools in the Flanders region.

These courses are open to students who have passed the certificate of higher secondary education or equivalent. The courses last two or three years.

The main subjects studied are: three or four foreign languages; specific branches of tourist studies such as tourist geography, tourist history, tourism legislation; reception, communication and courier skills; recreational science; tour operator and travel agency work; train and air ticketing. Other subjects are art and culture, economics and law.

The studies lead to the following diplomas:

- Graduate diploma in tourism
- Graduate diploma in the management of hotel and tourist establishments
- Graduate diploma in the organisation of leisure and tourist activities
- Graduate diploma in tourist management
- Tourist guide's diploma

3.2. Hotel trade: Two options are offered: working in hotels (two years) and hotel management (three years).

Apart from three or four foreign languages, the main subjects studied are: hotel organisation, restaurant technology and organisation, knowledge of wines and beverages, hotel equipment. The hotel work option focuses on a knowledge of food, food preparation and catering.

The hotel management option is centred on management, financial methods, business analysis and control, personnel management and marketing.

These studies lead to the following diplomas:

Graduate diploma in hotel business
Graduate diploma in hotel management
Graduate diploma in hotel and tourism management

B. Vocational training programmes

In parallel with the education provided in schools and higher education establishments, there are social advancement training programmes. These take place in training centres coming under Flemish and Francophone Community Institutes for the continuing training of small firms and traders and in training centres for both those in work and job-seekers. Apprenticeship training leads to the award of certificates, and higher level training prepares students for examinations for approved diplomas that are equivalent to school diplomas.

1. Training programmes for small firms and traders:

These training establishments coordinate a network of regional vocational training centres that provide, inter alia, training for various jobs in tourism ranging from apprenticeships, managerial training and refresher training for the self-employed.

1.1 Flemish region

1.1.1. As far as the tourist sector is concerned, the training programme for small firms and traders provides for the following in the context of entrepreneur training:

- two-year courses for travel agency managers, a total of 256 hours' instruction per year. The subjects taught are law, management, correspondence, tourist history and geography, tourist services, types of travel, the technique and practice of organising and coordinating travel, the psychology of tourism and current tourist events.

- two-year courses for tourist guides, a total of 256 hours' instruction per year. The topics covered are tourism, management and travel organisation, i.e. courier skills, preparation of tours, verbal communication, first aid and travel arrangements.

- two-year courses for coach operators, with 128 hours' instruction per year. The curriculum covers: coach tour planning, special interest tourism, tourist geography, map-reading and travel organisation, history and history of art, first aid, law, the highway code, coach techniques, etc.

- two-year courses for travel hostesses.

1.1.2. For the **HORECA sector**, centres offer catering courses in the form of a three-year apprenticeship or two-year management training for caterers or hoteliers.

1.1.3. Lastly, mention may be made of the training for camp-site or holiday complex operators; this runs for two years with 128 hours' instruction per year (one day per week). Training is also offered for riding-school operators (evening classes).

1.2 French-speaking community

There are four types of advanced training connected with tourism, all of them geared to practitioners. The courses run for eight hours per week in the evenings and/or on Saturdays. They are for:

- **travel agents**: two-year training in law, management and tourism
- **tourist guides**: two-year training, with compulsory study of a foreign language in parallel to the main programme
- **hostesses**: two-year training with compulsory study of a foreign language
- tourism **promoters**: supplementary one-year, post-diploma training for travel agents and tourist guides holding the "small firms and traders" diplomas, graduates in tourism, recreational management or holders of extended higher education diplomas.

2. Training programmes for those in work and for job-seekers

In both language Communities, these programmes lead to work in the HORECA sector. In the Francophone region, the training is split into a kitchen option or restaurant option.

In the Flemish region, programmes for staff in the HORECA sector are offered at the Ostend Training Centre. Apart from basic courses for kitchen and restaurant staff, further training is also organised in the same subjects. Specialised courses such as advanced courses in oenology, store-keeping and stock management are available to experienced HORECA staff.

3. Other training programmes

3.1 Flanders region

Specialization in "**Vrijetijdsagogiek**" (socio-educational work in the field of recreation). There are two options relating to leisure (sport, culture, tourism): activity management and leadership. These specialised degree studies last two years. The qualification for admission is the two-year "candidature" diploma (first level of university education) or a degree.

Training programmes for regional tourist guides in the province of Western Flanders: this is a training programme run by an independent cultural organisation for officially recognised guides.

Course in "Tourism, marketing and planning" in March 1990 at the Westvlaams Economisch Studiebureau, designed for middle management executives from developing countries who work in marketing in national or regional tourist bodies or government offices. This course lasts three months and covers general topics such as the structure of tourism and the significance and impact of tourism, together with specific topics such as the principles of tourist planning, market research, strategic marketing and planning, operational marketing and aspects of setting up the marketing of tourism.

3.2 French-speaking community

The rural university of Wallonia organises training days for political decision-makers at local and regional level, as well as for staff of tourist offices, holiday villages, museums, etc. The courses are designed to impart a more professional approach to tourism and its various clienteles, principally as regards reception, products, marketing and publicity. The 40-hour programme is split into 10 modules, centring on topics such as tourist marketing, growth of tourism, product dissemination, economic impact, financial management, reception and tourism as a means of rural socio-economic development.

4. Audiovisual training:

The National Centre for training and pedagogic studies has, at the request of the French-speaking Community tourist offices, made a video to supplement Dutch language learning for tourist agents.

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Debulpaep, C.
Onderwijs en toerisme, in Informatieblad, 6, 1985, pp. 37-45, Ministerie van Onderwijs, Koningsstraat 138, B-1000 Brussels.

In this article the author describes what is available in the way of training for tourism in Belgium within the educational system. He then gives his views on the teaching provided and the content of the courses.

Troch, F.; Vermeirsch, R.
Functies in voorlichting, ontvangst en bediening. Gegradueerde in toerisme, hotelbedrijf, public relations, onthaal en toegepaste communicatie, Diepenbeek, Economische Hogeschool Limburg, 1983, 77 pp., Universitaire Campus, B-3610 Diepenbeek.

The article covers the study option leading to a graduate qualification in tourism. It begins by describing tourism as a social phenomenon and considers the economic benefits of the tourist industry. The authors go on to give details of the conditions of eligibility and duration of studies in this training option and list the schools involved in the Flemish community. A summary review of the programme of study and timetable in the first and second years is followed by a brief description of the content of each subject.

Heyvaert, J.
Toerisme-onderwijs in Vlaanderen - Een evaluatie van doelstellingen en onderwijs-programma. In: Persoon en Gemeenschap, 10, 1984, pp. 146-155, L. Burchardstraat 22, B-2050 Antwerp.

Using the findings of a survey, an attempt is made to assess the study programmes available in tourism education and suggest changes. The report questions the aims of tourism education in 1983. Given the current social realities in the leisure industry, both the aims of the education programme and the programme itself had to be broadened to include tourist reception work and the organisation of leisure activities.

Vier, V.; Danguy, F.; Sacre, J.F. et alia
Dossier: Tourism. In: Univers-Cité, 20, 1988, pp. 51-59, rue Faider 87, B-1050 Brussels.

In this dossier on the tourist industry, the authors discuss the job skills needed to become a tourist guide, hotel manager, sleeping-car agent, travel agent and holiday village organiser. For each job profile, particulars are given of the training options, job prospects and conditions of work, together with useful addresses of specialist schools, tourism institutions and professional associations.

Kessler, M.T.
Tourisme, accueil: des métiers d'avenir. Brussels, Service d'information sur les études et les professions, 1986, 152 pp., Chaussée de Wavre 205, B-1040 Brussels.

This guide is a systematic description of the range of training opportunities leading to jobs in tourism in French-speaking Belgium. Five such opportunities are outlined: in secondary education, higher education, social advancement education, continuing training provided by the Ministry for Small Firms and Traders, and private schools. It also reviews the labour market, employment, job opportunities and the working life of staff in travel and transport agencies.

Une formation professionnelle polyvalente dans le secteur touristique, Institut de Culture ouvrière - Volkshochschule der Ostkantone. In: Le courrier de l'ISCO, 5, 1986, pp. 33-35, CIEP, rue de la Loi 141, B-1040 Brussels.

This article sets out the principles underlying teaching methods in an integrated multi-skill training programme for the tourist industry in the Eastern cantons of Belgium's German-speaking Community. Closely geared to the local labour market, this new type of training caters for job-seekers under the age of 25 who are keen to enter the field of tourism. Based on project work and the alternance between theory and practice, this new type of training has already led to the establishment of a tourist service cooperative.

DENMARK

A. Training in the school

In Denmark, there are two avenues of specific training for employment in the tourism section:

- at the level of elementary secondary training: "erhvervs-faglige grunduddannelser" - EFG;
- at the level of higher education.

1. EFG training, which represents elementary vocational training, becomes specialised in the second part of the training programme. The first or foundation year takes place in a vocational school, following on from compulsory schooling which goes up to 14 years of age in the comprehensive schools. The second specialisation stage in EFG training prepares students for jobs in the branch selected.

Thus courses for "Rejsebranchen" (the travel trade) are composed of two 80-hour modules, added to which is a period of on-the-job training, since EFG training is an alternance arrangement.

The subjects taught are intended to provide a theoretical grounding and are as follows:

- introduction to the travel trade: its organisation, different types of travel agency, relations (including legal) with other partners such as transport undertakings and hotels, types of product such as individual arrangements for group travel, distribution systems and types of sale, marketing;
- travel agency procedures: reservations, documents, cancellations, etc.;
- geography;
- communication: preparation for independent work with various documents.

The courses also include exercises in the form of simulation games.

2. Training at the higher level

This is university level study leading to the "cand. merc."* qualification.

2.1. Special studies in tourism are part of the commerce and economics programme at the Copenhagen School of Economics and Business Administration, in particular the specialist Institut for Trafik, Turist- og Regionaløkonomi.

The study programme comprises four modules: the economics of tourism, marketing, planning, management and marketing problems in hotel businesses.

2.2. A new curriculum was approved for the 1989 academic year, offering training from the start as "turist-økonomi". This new programme is modular (see 2.1. above). Students have an opportunity to make a detailed study of various topics suggested each semester.

Studies for the "cand. merc." qualification involve four semesters of 900 hours each. The first two semesters offer 450 hours of instruction in specialist options, increasing to 600 hours during the third semester to allow for specialisation in fields of particular interest to the individual.

The new programme gives students the opportunity to spend a year studying abroad to deepen and expand their knowledge in an international context. Under the programme, students are made aware of opportunities under the European Community's Erasmus programme and those offered by the Nordic Council. For those wishing to expand their business knowledge, courses are available at the College of Commerce.

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* University training comprising four semesters.

B. Vocational training programmes

The examples of training programmes may be regarded as an expression of heightened interest in tourism.

1. Commercial schools

Two commercial schools - one at Randers and one at Bornholm - have established new cycles of continuing training in tourism.

The twofold aim of the courses is to impart a knowledge of the main fields of tourism and to train people intending to start up on their own in customer service, marketing and promotion. Participants receive financial support from the State throughout the training programme.

Admission is based on an advanced examination in commerce, a higher secondary studies examination or full vocational training in commerce. The course lasts two years and is organised on an alternance basis as follows: 10 days' instruction, one month in a firm and then 18 weeks of theory at the college, followed by 26 weeks' practical training. In the second year, 18 weeks' theory is followed by 20 weeks' practical training, ending in a final week at the college.

The subjects taught are in the following fields: marketing, regional and national significance of tourism, foreign languages, contracts and methods of payment, information systems in the tourism sector, tourist attractions (study of the product, growth in provision for tourism).

2. The "Exportakademiet" runs courses on tourism seen as an export. This training programme is for people aged over 22 years with a higher secondary education diploma or the equivalent. The 500-hour course covers fields such as marketing research, international law, foreign languages and foreign cultures.

3. Continuing training courses are offered by the "Handels- og Kontorfagenes Efteruddannelsesudvalg" - Turist '89, for people who have completed vocational training or have equivalent qualifications. Generally speaking, courses last one week and cover fields such as tourist geography, tourist arrangements (transport, food, etc.) and bookings.

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FEDERAL REPUBLIC OF GERMANY

A. Initial and continuing training - dual system

In its careers information series "Blätter zur Berufskunde", the Bundesanstalt für Arbeit (national employment office) describes the various trades and training options connected with tourism and the HORECA* sector.

There are three training options: training (under the dual system) in the workplace, combined with instruction in a vocational school, studies in a higher vocational school or training in a private hotel school. The vast majority of employees in the hotel and catering sector opts for job-related training, i.e. under the dual system.

1. Training for tourism

As far as tourism is concerned, the training is for "Reiseverkehrskaufmann/Reiseverkehrskauffrau" (travel agent) in preparation for work in the field of travel arrangements, tourism and spa management, or for work in travel agencies and organisations, spa resort administration or tourist offices.

1.1. Initial training

The vocational training usually lasts three years and operates under the "dual system". The vocational training and the training plan for "Verkehrskaufmann/Verkehrskauffrau" were regulated by decree in 1979.

Practice and practical terms of recruitment vary from one employer to another. Generally speaking, businesses require an interest in geography, knowledge of foreign languages, willingness to make social contact, good presentation and organisational talent. Often, a certificate from a "Hauptschule" is sufficient. The training conditions are laid down in a contract between the apprentice and the employer.

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* Hotels, restaurants, catering

During the period of vocational training the apprentice takes a course in a commercial school. To the extent possible instruction is given on one or two days a week or over a block period in travel agency work.

The training comprises:

- general skills and procedures: organisation and administration, the market, customer service, accounting
- specialised knowledge and procedures with the option of travel or spa treatment and tourism.

At the end of the training, apprentices sit an exam for the certificate from the Chamber of Industry and Commerce (IHK).

1.2 Continuing training

With a view to obtaining promotion, the holders of certificates may undertake further studies to become "Betriebswirt der Fachrichtung Tourismus" (holder of certificate of proficiency in tourist management). There is no standard course content, duration or admission procedure, since each training provider is free to set up studies as it thinks fit.

2. Vocational training in the HORECA sector leads to the following qualifications:

2.1. "Fachgehilfe/Fachgehilfin im Gastgewerbe" (specialised assistant in "Hotel and Catering" trades), training for service tasks (restaurant), buffet, room service, reception or the kitchen. The training normally lasts two years. Admission requirements are not stipulated but normally a certificate from a "Hauptschule" is required. The employment contract is governed by the law on vocational training (Berufsbildungsgesetz - BBiG) of 1 September 1969. The training leads to an examination set by the IHK (Chamber of Industry and Commerce). In this field, several vocational schools offer special courses which are recognised as a period of apprenticeship training. In some Länder apprentices take courses for one day per week. The vocational training is geared to specific skills and techniques.

2.2. Restaurantfachmann/Restaurantfachfrau (restaurant staff)

2.2.1. Initial training: this lasts three years. Admission requirements are not laid down and in practice differ from one business to another, ranging from the "Hauptschule" certificate, the "mittlere Reife" diploma (intermediate-level education) to the baccalaureate. During their training period students attend courses in a vocational school. In some Länder, the courses are given as a block, while in others they take place weekly in local schools. The training is geared to the specific skills and techniques called for in the trade and leads an examination set by the IHK.

2.2.2. Continuing training: for self-employment or in order to become a manager, applicants may attend a vocational hotel school. Students have a choice between:

- a two-semester period of training after four years' practical experience in order to become "Staatlich geprüfter Gastronom" (State-registered restaurateur). The training covers theory and practice, with the accent on practical skills. At the same time, there is the opportunity to sit the Master's examination and a examination for a certificate of training proficiency.

- a four-semester period of training following two years' practical experience to obtain the title "Staatlich geprüfter Betriebswirt (Fachrichtung Hotel-und Gastgewerbe") or "Hotelbetriebswirt" (qualified hotelier). In these schools, the accent is on theoretical and commercial subjects. Students at these schools may also sit the Master's examination and the certificate of vocational training proficiency. By following a series of supplementary courses, students may obtain the certificate of proficiency in higher vocational education.

Lastly, the certificate of proficiency in higher education (Fachhochschulreife) gives access to the higher vocational schools where the emphasis is on tourist business management (there are two schools, one at Munich and one at Heilbronn). The courses last eight semesters, two of which are devoted to work experience and lead to the title of "Betriebswirt (grad) or Dipl-Betriebswirt (FH)" (business management diploma).

2.3. Training to be a chef: a three-year training period following the same pattern as for restaurant staff.

2.4.1. Training to become "Hotelfachmann/Hotelfachfrau" (hotel staff). Initial training: this lasts three years and is similar to that for restaurant staff (see above), the difference being that the content of the training is geared to the hotel trade.

2.4.2. The continuing training is similar to that for restaurant staff. Completion of initial training opens the way to further training as a qualified restaurateur or "Hotelbetriebswirt" (qualified hotelier) and, beyond that, to the diploma in business management.

2.5.1. Training to become "Kaufmannsgehilfe/Kaufmannsgehilfin" in the hotel and catering trades (specialised commercial assistant). Initial training: three years. Admission requirements are not laid down by law and vary from one employer to another. The training follows the same pattern as those described above. The knowledge and practical skills acquired through the training relate to commercial training and specific training for businesses in the HORECA sector, i.e. cellar and stockroom, kitchen, service and reception work. In addition, a knowledge of shorthand typing, foreign languages and travel regulations is desirable.

2.5.2. The continuing training programme offers holders of the IHK HORECA employee certificate an opportunity to study for four semesters in a hotel training school in order to become a hotelier. Having obtained the certificate of proficiency from the higher vocational school, further training may be taken to obtain the diploma in tourist business management (see above).

One example is provided by the following summary of the programme run by the hotel school at Bad Wörishofen, leading to the diploma of "Staatlich geprüfter Betriebsökonom" - a title specific to Bavaria, corresponding to the title of "Staatlich geprüfter Betriebswirt - Fachrichtung Hotel- und Gaststättenwesen"*.

Candidates must have completed their education at the "Hauptschule" and have trained as a chef, restaurant employee, hotel employee, hotel and/or catering assistant or commercial hotel employee. In addition, they must have two years' practical experience in the trade in addition to three years' vocational training.

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* see p. 25; this is equivalent to a qualified hotelier.

In the first years, there are 33 hours per week instruction (1,320 hours in all) and 32 hours per week in the second year (1,280 hours in all) in the compulsory subjects. These include business organisation and management, accounting, hotel organisation and labour law, HORECA technology, economics, computing and languages. The supplementary options include three hours per week mathematics and two hours per week English in the second year: these courses lead to the award of the vocational school proficiency certificate. This opens the way to a vocational academy or, via the twelfth class of the higher vocational school (higher secondary), to the higher vocational school proficiency certificate (higher education). Preparation for the Master's qualification is incorporated in the school's curriculum. The examination is set by the Chamber of Industry and Commerce.

3. Note:

The continuing training described above is open both to young people who are continuing their training under the dual system and to people who have been working much longer in the trade and who wish to achieve promotion by this means. Very often, therefore, the continuing training courses are taken to prepare for the Master Craftsman qualification. It should be pointed out that before candidates can sit the examination of the Chamber of Industry and Commerce they must have completed five years' practical experience following the initial hotel and catering trade examination and must attend preparatory courses in the form of day or evening classes or distance training.

B. Other training programmes:

1. As the information leaflets from the Federal Institution for Labour show, a wide range of training and further training programmes is available.

The aim of these training courses is to extend skills and knowledge of charging, administrative and sales procedures. They are organised by the Deutsche Reisebüro-Verband, the Willy Scharnow-Stiftung, the Deutsche Seminar für Fremdenverkehr, the Deutsche Bundesbahn, Deutsche Lufthansa and commercial organisations, private, municipal or public offices, trade union institutions, the leading travel agency associations, etc.

2. As regards hotel and catering trades, the continuing training described in Part I of the study is available both to young people who are continuing their training under the dual system - which includes several years' work experience - and to people who have already worked in the business for some time and wish to take advantage of continuing training to obtain promotion. Generally speaking, the courses lead to the Master Craftsman qualification. In order to be able to sit the Chamber of Industry and Commerce examination, candidates must have had five years' practical experience following the initial hotel and catering trades examination, and must attend daytime or evening preparatory courses or distance training.

GREECE

Vocational training schools and programmes in the field of tourism in Greece have a forty year old tradition. As things now stand, vocational training in the tourist industry is provided either in official schools or in the form of unofficial training, or in the form of accelerated courses offered by various public- and private-sector organisations.

A. Vocational training in the school

In Greece, the period of compulsory schooling is nine years. Following primary school, pupils go on to the "gymnasium", which lasts for three years and concludes lower secondary education.

The national certificate is awarded only for training in official schools.

The official educational establishments are:

1. At tertiary education level (higher education), then Technological Educational Institutes: a three year course in the management of tourist enterprises.

2. At the post-secondary level: the Rhodes Advanced School of Tourism: two year course in hotel and restaurant management.

3. At the upper secondary level: Tourist Trades Training Schools with a three-year course in hotel and restaurant technology and in cooking.

1. Higher education

Technological Education Establishments coming under the Ministry of Education are grouped in six faculties, each faculty having a number of sections. The Tourist Enterprise section is part of the Administration and Economy faculty. It offers two options: travel agencies and hotel management.

Applicants must have completed their lycée education for admission.

The feature of training in technological educational establishments is these establishments' objective: "the aim is to give students a theoretical and practical training enabling them to use in their calling the scientific, technological, artistic and other knowledge they have acquired. In this manner it is to be hoped that they will be able to convert all the recent conquests of technology into productive energy with a view to the independent, integrated development of our country....." (*Vocational Training in Greece*, CEDEFOP, 1987, p. 74).

The courses of study in these establishments consist of six terms spread out over three years. Courses are for 30 hours a week, of which an average of 20-25 are theoretical and the remaining are devoted to practical work. Subjects taught are within the general educational field (economics, accounting, computer studies, law, etc), together with basic and specific studies on the subject of tourism (the organisation and management of tourist enterprises). Students also have the choice of a series of optional subjects (activity leadership, sports, publicity, conference organisation, interior decoration of hotels, etc).

Training in these establishments includes a period of practical paid work.

The Higher School for Guides: this too is a higher educational establishment, coming under the Greek Tourist Board. For admission to the higher state school, men and women candidates must have a lycée diploma or the equivalent and not be handicapped. The school holds entrance examinations every two years. Familiarity with a foreign language is compulsory.

Courses may be taken at two levels:

a) regional, in schools located in tourist centres such as Heraklion, Corfu and Rhodes. Guides graduating from these centres are trained to cater for regional needs.

b) national, in the schools in Athens and Thessalonica. In this case the training is broader, and graduate guides may exercise their calling throughout Greece.

Courses are for two years (four terms).

2. Post-secondary vocational education:

Only the Rhodes Higher School offers vocational education at this level. The aim of the school is to provide training for middle management in hotels, restaurants and tourist enterprises. The school can take living-in students. It is for candidates of Greek nationality. The courses may be taken after completing secondary school and last two years.

Candidates are selected by the Ministry of Education's Training Department.

The educational year is divided into two cycles: October to June, the period of study, and June to September, the placement period. At the end of the courses, the school issues a state-recognised diploma.

Training is basically directed towards cooking: in the first year, the courses are designed to impart a knowledge of food and wines and then to prepare students for the career of chef.

3. Higher secondary education

This takes place in the Tourist Trades Training Schools, whose aim is to provide basic training for junior management.

Applicants are admitted on the basis of an entrance examination and completion of the period of compulsory education, i.e. post-gymnasium, the upper age limit being 30.

The seven schools of this kind in Greece are mainly hotel schools run by the national tourist board.

The course is for two years for the following sectors:
- junior executive staff for travel agencies.
- hotels and restaurants
- cooking

The course is for one year in the section teaching hotel client expense accounting and invoicing. It should be borne in mind, however, that this section is attended by pupils who have completed their studies at the lycée or an equivalent institution.

The school year is divided into two parts: theory from October to May and placements from June to September.

The students have opportunities to obtain bursaries so that they can spend a work period abroad once they have completed their studies.

Private institution: (non official education)

The **Alpine Institute**: this is a Swiss school whose aim is to train middle management in tourist subjects. The courses last for two years, and break down into a general part, attended by all students, and optional subjects: a) food and drink; and b) floor management. At the end of the cycle students obtain the "Associate Certificate in Hotel and Tourism Management".

After this two-year course, the school offers an additional one-year course in tourist management ("certificate of business administration"), which can be supplemented by a placement in Switzerland and a final examination leading to the Swiss diploma in Hotel and Tourist Management.

This diploma in turn may lead to a one-year training course in the United States, with a view to obtaining the title of

B. Vocational training programmes

Apart from formal basic education, the primary aim of training programmes in Greece is to provide continuing or accelerated training for auxiliaries or junior executives in tourist enterprises.

Continuing training programmes for the management of small and medium-sized businesses are organised by the Greek Productivity Centre, ELKEPA, as described in chapter III of this report.

Finally, the Alpine Centre also arranges refresher seminars for middle management.

1. Continuing training at careers training schools:

These are accelerated advanced courses for people who have already embarked on their careers. Courses are held in the careers training schools and are directed towards people up to the age of 55. Participants must have completed their compulsory schooling and have three years' working experience in hotels or restaurant trades. Up to 20% of participants may be people who have been unemployed for a maximum of six months, although they must have worked in the trade at some time.

The courses lead to a qualification entitling the holder to a 10% wage increase.

The programmes consist of three sections:

a) Hotel section: courses for reception staff, porters, bellboys, doormen, telephonists, floor managers, linen and laundry management, room staff, floor staff and valets.

b) Restaurant section: courses for chefs, sous-chefs, restaurant chefs or employees, barmen, assistant barmen.

c) Kitchen section: chef de cuisine, cook, buffet manager, assistant buffet manager.

d) Patisserie section: pastry cooks and their assistants.

In addition to the specialist courses, the programmes offer courses in English (in French for pâtissiers and cooks) as well as tourist geography and hygiene.

The aim of the courses is advancement or specialisation in the occupations already exercised by students. The courses last for 5½ months, running from 16 October to 31 March. The programme is reduced to 3½ months for people who already know a foreign language or have had more than twelve years' practical experience. The courses are for two to four hours a day over a five-day week. During the lessons, participants are released from their duties in the firms where they work. These hours are paid by the Manpower Employment Agency. In the case of the unemployed, the days spent at courses are counted as days' work with the National Employment Board. The courses are held in the Greek National Tourist Board Hotel Schools.

2. Accelerated training

The National Tourist Board, in conjunction with the Manpower Employment Agency, sets up an accelerated training programme for first-jobseekers where over a short period - two winter months with a six-hour day - they can acquire basic knowledge and certain tricks of the trade that

can be used in the hotel and restaurant sector. The courses cover two subjects: table and floor management. They are directed towards people in the 16 to 45 age group who have completed their compulsory education. This accelerated training entitles the trainee to a 6% wage increase.

3. Refresher seminars

Mention should be made of the programmes offered by the Alpine Centre. In 1989-1990, the Centre offered special courses on the subjects of "chefs" and "food". In addition, it has put on refresher seminars on human relations for middle management in tourist sector firms. Here too there have been two themes: reception and travel agency work.

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Lytras P., *Poiò to mèllon tis touristikis ekpaidefsis?* [What future for training in the tourist sector?], in Agora, 9, 1987, pp. 40-47, Provoli Ekdoseis A.E.

The article stresses the importance of tourism training to the quantitative and qualitative development of tourism in Greece. It takes a critical look at existing training, which comes under the supervision of the Greek National Tourist Board, and suggests reasons for the shortcomings. It describes the current training system and offers a series of statistics. In addition it includes interviews with the head of a tourist school and with a representative of the hotel and food industry.

Papanikolaou G, Bourboùli X., *Touristikì ekpaìdefsi stin Ellàda* [Training in the tourist trade in Greece], in Touristiki agora, 4, 1989, pp. 70-86, Business Press.

Brief review of training in the tourist field in Greece in the public and private sectors. Information based on interviews in various training establishments.

SPAIN

A. Vocational training in the school

School training and vocational training leading to occupations in the tourist trade in Spain are similar to vocational training in other sectors of education. (See Description of the Vocational Training System in Spain, CEDEFOP, 1986.)

After completing the three cycles of general basic education - compulsory education for children aged 6 to 14 - pupils may go on to lower secondary education. This is divided into two branches: standard baccalaureate and multi-skill studies, followed by a university foundation course that pupils can take before university education: and vocational training studies. Vocational training is at two levels: first degree training lasting two years, which may be supplemented by a second degree vocational training course lasting two or three years.

Education and initial training in the tourist sector in Spain are to a great extent directed towards the following occupations:

- tourist enterprise technician
- hotel services director and manager
- staff manager for hotels and similar establishments
- chefs and restaurant staff
- service staff in hotels and similar establishments
- reception staff and information staff in travel agencies
- stewards and hostesses for airlines, railways and tourist coaches

The routes leading to these careers are:

1. At higher level, technical/tourist studies, leading to the qualification of technician in tourist enterprises and activities, equivalent to a university diploma in the first cycle of higher education. At the end of this cycle, students may opt for an additional year specialising in tourist accommodation, travel agencies or tourist guiding.

For acceptance for courses as technicians in tourist enterprises and activities, young people must have their baccalaureate (Bachiller) or specialist technician (second vocational training level).

Training as tourist enterprise and activities technicians is governed by Decree 865/1980. Studies may be taken either at the Official Tourist School or at private, legally recognised schools. The official Tourist School is an independent body: a university school, coming under the Ministry of Transport, Tourism and Communications, set up in 1963.

Training as a tourist enterprise and activities technician can be topped up by a one-year specialist course in which a diploma can be obtained corresponding to the specialisation chosen: tourist accommodation and catering, travel agency work or tourist guiding.

2. At secondary education level: training in other occupations, except for the last category (stewards and hostesses), which comes under the Ministry of Education and Science, and corresponds to lower secondary vocational education, following on general compulsory basic education.

Vocational training at lower secondary education level is in two stages:

2.1. First degree vocational training, leading to a qualification as auxiliary technician and lasting two years.

This is training for work in kitchen work, floor management and service jobs.

The subjects taught in the first degree vocational training include general basic educational subjects such as mathematics, physics, chemistry, biology and hygiene, as well as special skills (cooking, service and bar work).

2.2. Second degree vocational training, leading to a qualification as specialist technician, and offering two options (grades):

- a general grade course, lasting two years
- a specialist grade course, lasting three years.

The second degree vocational course is a specialist course in either hotel management or travel agency management, with general education as an option, and, as a specialist option, the hotel trade.

In the second degree vocational training course, students attend lessons in tourist business economics, commercial mathematics and accounting, administration, English and French in the first year. From the second year they start a course in human and public relations and - depending on the specialist field chosen -

- in the case of the hotel trade option: tax and hotel law, the organisation of hotel services, accounting in hotel enterprises;

- in the travel agency option: tourist and travel agency organisation, tourist geography, legislation on travel agencies, accounting, tariffs and travel ticketing.

The second degree vocational training course leads to a qualification as

- specialist hotel administration technician
- specialist travel agency technician
- specialist hotel trade technician

B. Vocational training programmes

1. Provision of training by the Instituto Nacional de Empleo

As regards the training agencies and the provision of training in this sector, the first programmes to be mentioned are those offered by the Instituto Nacional de Empleo (INEM), an autonomous body attached to the Ministry of Labour and Employment. Under the outline law on Employment of 8 October 1980, INEM provides appropriate vocational training for people wishing to enter the working world or, if they are already employed, wishing to move to another job or to specialise (Article 14.1.). This means that the training may be either initial or continuing.

INEM training comes under a project known as the National Vocational Training and Integration Plan, which covers a series of programmes. Practically all of them are co-funded by the European Social Fund in collaboration with the agencies of various public authorities, as well as employers' organisations and unions.

Vocational training courses are above all short and practical and at different levels:

- basic training
- refresher training
- specialist training

The courses lead to various trades in the hotel and tourist sector, or work in travel agencies and socio-cultural activities (activity organisers, guides).

Training is given in INEM's own centres or in authorised private centres known as "Colaboradores" (in collaboration with INEM programmes). These are firms, enterprises or training agencies (for example, hotels making a number of places available for trainees).

To obtain a certificate of fitness (see also Official Journal of the European Communities, C 166, 3 July 1989) approving the training provision for one of the options, INEM has drawn up "modules", i.e. a series of courses specific to the trade in question.

For example, a person specialising in work as a receptionist and concierge would take 25 modules, 11 of which are specific to his or her future occupation.

2. Other vocational training programmes

Air stewards and hostesses are trained by the airlines themselves. For example, the "Sub-dirección Centro Formación TCP" of Iberia Airline in Madrid has its own training programme.

Nevertheless, INEM offers language courses specially designed to hostesses for congresses, air hostesses and others.

Finally, to become a guide or interpreter guide, applicants may go to the Ministry of Transport, Tourism and Communications, which is responsible for selection. The Spanish Tourism Institute in Madrid offers training programmes for these callings. INEM also organises special language courses for guides.

Distance or correspondence training specific to tourism or the hotel industry is unknown in Spain. Courses offered by private bodies, such as computer technology or accounting or language courses, listed by the National Association of Distance Education Centres, may supplement training in the tourist field, without being specific to this sector, but they are not officially recognised.

FRANCE

The article on "Les métiers du tourisme" (the tourist trades), in the December 1988 issue of Avenirs describes all the courses available for jobs in the tourist industry.

A. Initial training in the school - Upper secondary education

1. Technical education

The Brevet de Technicien Supérieur Tourisme (BTS Tourisme). This diploma follows two years' post-baccalaureate study. The first year consists of core studies: 34 hours per week on the main subjects, i.e. languages, geography, tourism, the management of tourist and leisure companies and agencies, agency and transport techniques, the history of art, administration and development. In the second year students have a choice between two options: production and distribution, or reception. To keep abreast of changing working conditions, the programmes can be modified by, for example, including the use of computers.

At present there are 17 public establishments offering studies leading to the BTS. Applicants must have passed the Baccalaureate, and admission is based on consideration of their portfolios plus an aptitude test or a discussion with an examining board. In addition, there are 72 private educational establishments. Admission conditions vary, with some requiring students to have passed the baccalaureate while others have no special requirements.

Note that private schools may merely issue a certificate of attendance if they are what is known as "extra-contract", i.e. unless they have a partnership agreement with public-sector education and are recognised.

A large proportion of BTS holders continue their studies at university in the tourism stream.

2. University education

Tourism was originally a specialist branch of geographical studies, but has become a field of education in its own right. French universities offer tourism as mainstream studies, providing courses in each cycle:

2.1. Baccalaureate plus two years: first two years of university education, a course leading to the

- Diplôme universitaire de technologie (DUT) in marketing techniques. One university offers a course for students in tourism wishing to take this diploma. It is an optional extra subject in the second year, consisting of three hours' teaching per week.

- Diplôme d'etudes universitaires supérieures de technologie (DEUST), a diploma in advanced university studies in technology, "Trilingual export assistant and mountain tourism".

- Diplôme d'etudes universitaires générales (DEUG), a general university diploma in literature and the arts. One university offers a specialist course in tourism in its languages section.

2.2. Baccalaureate plus 3 and 4 years:

- A degree and a Master's degree in tourism (in four universities). The degree is evidence of one year's course at a DEUG, DEUST, DUT or BTS, and a Master's degree one year's course following the degree.

- Maîtrise de sciences et techniques (MST), a Master's degree in science and technology, taken following two year's study after the first cycle of university education, sometimes after a BTS.

The MST-Tourism curriculum consists of the following: the first year is devoted to an introduction to tourism, the study of tourist systems and an analysis of tourist products (with courses being taught by practitioners). The second year is devoted to designing a product chosen in common, a work placement period and producing a personal project.

Finally, there are courses for MST in the field of **tourism**: MST in promotion, leadership and tourist activities. There are also courses for the **hotel trade** - MST hôtellerie, restauration (hotel and catering skills) and MST hôtellerie, tourisme et thermalisme (hotel, tourist and spa skills) - and a trilingual MST in hotel and leisure facility management and marketing. For the organisation of **activities**, there is an MST in the history of art, archaeology and the management of cultural and sports events. Finally, there is an MST in **environmental management and protection.**

2.3. Baccalaureate plus five and more years: five universities offer studies at this level. Three of them offer courses leading to a Diplôme d'Etudes Supérieures Spécialisées (DESS), but each in a different subject:

- DESS in the economics of tourism;
- DESS in the development of mountain communities and mountain law;
- DESS in European tourism.

Two universities offer a Magistère tourisme, a Master's degree in tourism leading to executive careers in the hotel and tourist trade.

3. Business and tourist schools: certain institutes and centres coming under the heading of advanced business schools issue advanced diplomas in the field of tourism. For example, the Centre International de Management des Entreprises in Nantes issues a specialist Master's degree

in "international hotel and tourism management". The Centre International des Aménagements Touristiques in Montpellier prepares its students for a Master's degree in the "management of tourist amenities". The Institut Supérieur Européen du Tourisme in Honfleur offers a third cycle course (i.e. following the Baccalaureate and four years of higher education) to those wishing to specialise in "tourist amenities", and this training gives its graduates access to jobs in senior management.

B. Vocational training programmes

"A multitude of agencies such as the associations set up by representative trade bodies, groups of establishments (GRETA - groupements d'établissements), the Education Ministry, Chambers of Commerce and Industry and the continuing training departments of certain universities set up courses for various periods, offering (on a paid basis) basic or advanced training or retraining for employees taking educational leave or for jobseekers." (*Les métiers du tourisme,* Avenirs, No 399, December 1988, p. 89).

1. Training offered by practitioners

1.1. The Ecole pratique du tourisme (EPT), founded by the Association pour le Développement de la Formation Professionnelle dans les Transports, accepts young people from 18 to 25 who have their baccalaureate or have completed the terminal class in secondary education. It offers studies for multi-skilled counter staff. The courses are for seven months and are followed by one month's placement in a travel agency.

1.2. The courses offered by INFATH (Institut National de Formation aux Métiers du Tourisme et de l'Hôtellerie) for young people aged at least 20 with a baccalaureate and a knowledge of English, for the training of travel agency technicians (ticket clerks, counter staff, etc), staff for the commercial departments of airlines or multi-skilled secretaries for tourist companies. It also offers courses in kitchen, catering and hotel trades in tourist-hotel trade training centres.

1.3. Courses organised by Chambers of Commerce and Industry generally last for one year and are full-time. They are open to young people with a baccalaureate or with an equivalent level of education and lead to qualifications as technicians or senior technicians, depending on the length of training.

1.4. INFAC - Institut National du Tertiaire Social et de la Formation Continue: courses tend to be directed towards technical and commercial executives in tourist companies and events management.

1.5. INFAV - Institut de Formation des Agents de Voyages: short courses, primarily technical (in airline ticketing, travel agency management and accounting) or in commercial subjects (tourism marketing, sales techniques, etc.) for future agency staff.

2. Distance training. The Centre National d'Enseignement à Distance, CNED, offers distance training for those intending to take the BTS Tourism by correspondence.

Bibliography

Les métiers du tourisme, ONISEP, Office National d'Information sur les Enseignements et les Professions. In: Avenirs, No. 399, December 1988.

Review of jobs and mainstream training for commercial tourism, group tourism, international tourism. Describes tourist services: transport, accommodation, guides and activity leadership. The issue lists the addresses of educational establishments and agencies responsible for training.

Adaptation des Formations aux Nouvelles Qualifications et aux Nouveaux Métiers du Tourisme. Conseil National du Tourisme, Paris, 1986, 67 pp.

General report and proposals by the Conseil National du Tourisme on promoting initial and continuing training, covering both content and methods. Special sector reports on training in outdoor accommodation facilities, family and association accommodation and travel agencies.

Jaeckle, Daniel; Spieth, Catherine: *La Filière Tourisme et Loisirs*, in: Actualité de la formation permanente, No. 91, 1987, pp. 11-53.

This special feature describes the socio-economic context of the tourism and leisure sector as well as the realities of initial and continuing training, analysing the access to training, outlining the development of training policies, describing changes in jobs and recounting field experience.

Christian Juyaux: *Saisonnalité et formation*, Actualité de la formation permanente, No. 91, November-December 1987, p. 23.

This article describes the problem of training for seasonal workers. Of the 600,000 jobs in the tourist industry in France, most are seasonal. An example of alternance training programmes is given, which provides for theoretical training during the off-season period.

ACCOR et son Académie, Actualité de la formation permanente, No. 91, November-December 1987, p. 42.

Interview with Catherine Spieth, director general of the ACCOR Academy, on the principles of training in her institution. The idea underlying the ACCOR Academy is that it should be a "university campus forming an integral part of the ACCOR hotel, catering and services group". ACCOR is the group consisting of NOVOTEL and JACQUES BOREL INTERNATIONAL, employing 51,000 people in 60 countries.

Jean Rossigneux: *Bourgogne: Le Schéma Sectoriel Régional en Tourisme-Hôtellerie*, Actualité de la formation permanente, No. 91, November-December 1987, p. 30.

An outline of vocational training based on a sectorial study and an analysis of the activities specific to tourism and the hotel and catering trade. The objectives of the region of Burgundy are: to describe jobs more specifically in the light of the training needed and consultation (with employers, the State and the region), and to sign a tripartite agreement on a high calibre multi-annual contractual policy.

IRELAND

Basic training for the tourist industry comes under CERT (Council for Recruitment and Training in the HORECA sector and tourism). CERT is managed by a board on which sit representatives of the employers, unions, education and the Government.

A. Diplomas and certificates

1. National Certificate in Business Studies - Tourism.

2. Certificate of the National Craft and Certification Board (see: "chef", Official Journal of the European Communities No C 166/45. In-company training and technical colleges /CERT).

3. Certificate in Hotel Management - 42 month training course.

4. Hotel and catering trades: National Certificate (level 11) of the National Craft Curricula & Certification Board.

5. Introduction to management - CERT Certificate in "Junior Management".

The certificates have up to the present been widely recognised in other Community countries, especially the Certificate in Hotel Management, the CERT first level advanced courses, the National Certificate in Business Studies (Tourism) and the Certificate in Travel and Tourism.

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* Hotel, restaurant and catering trades

B. Training programmes

CERT's industrial training division is responsible for the organisation of training programmes.

In 1988, CERT helped 754 unemployed people to return to working life through its basic training programmes for the unemployed, arranged in Dublin and its regional centres.

Also in 1988, CERT put on programmes for seven sectors of industry in seven regional areas. The training included initial training in the form of courses, as well as in-company training or special seminars for managers.

The in-company training was designed on the whole as technical refresher courses; the courses were on marketing for restaurateurs, staff management and financial management.

The CERT Supervisor Development Programme course is designed for the training of in-company trainers. This programme is based on diagnostic research on individual firms.

The CERT Small Business Development Programme was launched in 1988 with the aim of growth for small firms. In 1989, CERT put on an intensive training and consultation programme over a period of six months for twelve selected small tourist enterprises.

The distance training organised by CERT consists of arranging bursaries for study at establishments elsewhere in Europe.

Bibliography

CERT - Review of 1988.

CERT Report on the training of trainers and new approaches to in-company training and to training in company management.

ITALY

A. Vocational training in the school

With regard to training in manual occupations, reference may be made to the Official Journal of the European Communities of 3 July 1989 concerning the equivalence of vocational training qualifications among European Community Member States in which the training routes for what are known "HORECA" occupations are indicated. This is the training and apprenticeship that follows immediately on compulsory schooling; in Italy, the minimum school-leaving age is 14. The training agencies are companies within the trade, vocational training centres and the State hotel schools (Istituti Professionali di Stato ad indirizzo alberghiero). The authorities responsible for this level of training are respectively the Ministry of Labour, the regional authorities and the Ministry of Education.

Vocational education establishments training people for other occupations in the tourist trade at the same level of secondary education, as will be discussed later, are to some extent the same or equivalent, providing training that ranges from three to five years.

With these occupations, it is often difficult to determine the direct relationship between the training imparted and actual careers in the sector. This is partly due to developments and trends in tourist enterprises, which have altered job profiles.

1. Secondary level training

1.1. Qualifications for tourist agencies

1.1.1. Training in State Vocational Institutes for Commerce

Three year training course following compulsory education. This course prepares young people for work as **tourist office staff.** It enables them to work in the field of tourist services as a "banconista" (counter clerk in a travel agency or public tourist office), in the organisation of tourist itineraries or as "addetti ai servizi di biglietteria e prenotazione" (ticket and booking clerks). The main subjects taught are geography and tourist legislation, typing, shorthand, tourist agency techniques and two foreign languages. This training corresponds to levels 2 and 3, as defined in the Official Journal of the European Communities of 31 July 1985.

Training as an **"accompagnatore turistico"** (courier), is also a three-year training course at the State Vocational Institute for Commerce. It qualifies people for planning and organising travel, accompanying groups and providing information on history and art in the places visited. The courier works in a tourist agency or office, generally as a freelance. This training corresponds to levels 2 and 3 in the structure of training.

Following the three-year course, studies may be continued by taking a two-year course leading to the "Maturità professionale" diploma and work as an **"operatore turistico"** (tourist operator). The diploma holder must be able to develop promotion campaigns and organise and implement projects in tourist companies or offices. The two additional years' study offer an opportunity for further study of two foreign languages, legislation in the sector, agency techniques, history of art and geography. The studies lead to careers as a tourist planner (following two to three years' work experience (and as the staff of a travel agency with training equivalent to level 3).

1.1.2. Training in regional institutions

The training consists of vocational training courses for **"operatori d'agenzia"** or **"addetti di agenzia turistica"** (agency staff) organised by the regional authorities. Most courses are for two years and cover level 2 to 3 training according to the European Community classification. Those who have taken the training tend to find employment with tourist agencies and offices as counter staff or ticketing clerks. The curriculum corresponds to that of State schools, but regional training programmes include a brief practical period in an agency.

1.2 Qualifications for reception staff

On the one hand, training for this type of work is offered by the Istituti Professionali Alberghieri (hotel training schools run by the State). This three year course follows compulsory education and leads to a diploma as **"addetto alla segreteria ed amministrazione d'albergo"** (hotel secretariat and administration staff). On the other hand, the Istituti Tecnici per il Turismo (technical institutes for tourism) offer five-year courses leading to a qualification as **"perito turistico"** (tourist expert).

In addition, there are many two-year courses at regional level for secretarial staff that lead to various jobs in the hotel trade. These courses are generally followed by a period of practical work in a hotel.

2. Technical training

This is the type of training provided by the Istituti Tecnici per il Turismo, leading to final qualifications at the post-secondary level. The diploma in "maturità tecnica" can be acquired following five years' studies (see the diploma di maturità professionale mentioned above). Diploma-holders should be able to develop projects and carry out certain jobs in the management of travel, transport and tourist agencies. The subjects taught are mainly economic and tourist geography, transport, tourist technologies, accounting, tourism law, publicity and public relations, history of art, three foreign languages and agency practices. Language teaching and subjects in the technical-vocational branches account for about 70% of the total of course curricula.

3. Advanced training

Specialist advanced training for the tourism industry is offered to prepare students for their Master's degree. A university diploma in tourism at the degree level* does not yet exist. Plans for a full specialist university course are under way.

The only higher education establishment offering a full programme of studies for a **Master's degree in the economics and technology of tourism** is the Centro Italiano di Studi Superiori sul Turismo e sulla Promozione Turistica in Assisi. The Centre was set up in 1982 by private- and public-sector bodies, the University of Perugia, the Perugia Italian University for foreigners and local and regional organisations.

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* Full university diploma

The Master's degree course is for three years, the final year being devoted to specialist studies. The course is open to those holding the upper secondary school-leaving certificate.

The curriculum for the three-year course is as follows:

- First year: economics of tourism and transport, accounting and cost analysis, statistics, marketing, public law, English and a second foreign language chosen by the student.
- Second year: private and contractual law in the field of tourism, computer principles and methods, environmental economics and tourist management of the environment, the economics and management of tourist enterprises, English and two foreign languages.
- Third year: special advanced course in management for senior tourist company staff. From this level onwards, courses are intensive and specialist, in the form of modules on specific subjects. The modules are also open to people already working in the tourist sector as well as to graduates in economics and commerce. To obtain the Master's degree in the economics and technology of tourism, students who have passed the first two years' basic examinations and graduates in economics and commerce must have taken ten modules of their own choice. These modules are within the following fields: hotel enterprises, catering enterprises, travel agencies, modules relating to the tourist sector and management. The specialist modules are for three to fifteen days.

B. Vocational training programmes

Outline law no. 217 of 17 May 1983 is the main legislation on tourism which has protected the autonomy of the twenty regions of Italy as regards tourism. To engage in occupations in tourist enterprises, principals and managers must take an examination set by the Chamber of Commerce for their province before they can be included in trade registers. By a decree of the Ministry of Industry, those holding diplomas or certificates of qualification recognised by the State or regions and who have attended courses in this field are exempted from the examination.

This has increased the need for such training courses, which is all the more evident in view of the growth in, for example, the number of tourist agencies in Italy: from 825 in 1961 to 4,222 in 1988 (providing a total of 21,500 jobs).

1. Special training for receptionists

Training programmes for hotel work, especially for the training of receptionists, are planned under the ISFOL/Region Project. In view of the growing complexity of the receptionist's work due to technical and structural developments in the sector, higher levels of qualification are required. Courses are for one year (1,200 hours), corresponding to training levels 2 and 3 as defined by the European Communities (Official Journal of 31 July 1985) and are aimed at those holding upper secondary education certificates.

2. Training programmes for senior executives and heads of enterprise include:

2.1. Programmes offered by the Scuola Superiore del Commercio del Turismo e dei Servizi

2.1.1. Courses offered by the Advanced School of commerce, tourism and services, whose tourist section was created in late 1987, aim to fill a gap created by the absence of specialist university training. Training for heads of tourist enterprises used to stop almost at the level of upper secondary education, i.e. the technical tourist colleges (Istituti Tecnici Professionali Turistici). In the same way, present and future training programmes at the Scuola Superiore are designed to meet the need to prepare people to take up the jobs described in the Outline Law on tourism.

2.1.2. The Master's degree course in management training in tourist subjects is a ten-month course divided into four stages:

1. Intensive basic course (three months): tourist economics and policy, analysis of tourism, legal aspects, management.

2. "Managerial" course (three months): management of a company and the tourist product, the dynamics of supply and demand and international competition, marketing, public relations and staff management, financial management, the environment, public administration, the infrastructure, etc.

3. Practical placement period (three months).

4. Specialist courses (case studies) and final thesis.

2.1.3. Courses for technical managers of travel and tourism agencies. Courses of study for the regional examination prescribed by the Outline Law on tourism, no. 217/1983: courses relating to the profession, cultural subjects and languages, plus practical placements.

Other activities are planned: seminars for managers, specialist courses for conference organisers, trade fairs and promotions, etc.

2.2. Training programmes at the Centro Italiano di Studi Superiori sul Turismo, Assisi

This centre organises full three-year specialist Master's degree courses in tourism*. The third year includes specialist courses or modules which are at the same time open to practitioners, for example a special course for conference organisers or on booking systems for tourist travel.

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* See page 54.

The training programmes or special courses at the centres include:

- average-length courses (for hotel managers and technical managers of travel agencies)
- short courses (of a special nature for practitioners and the heads of enterprises)
- adaptation courses.

Also of note are the training courses for trainers, which took place from 1985 to 1987 and were attended by young university graduates in various subjects. This was a "Training for Trainers Project" implemented jointly by the region of Umbria and the European Social Fund. Following two years' qualifying studies, the participants now form a team of trainers/researchers and serve as basic support for the Centre's teaching activity.

Note:

Distance training. Up to the present there have been no suitable programmes of this kind. The need for distance training programmes has now been recognised and proposals along these lines are part of the research work under the "Tourist Training Project 1990" at the Assisi Centre mentioned above. The Centre stresses the need to develop an effective, specific and topical teaching system that can be used both for training and for adaptation (and therefore both for students and for practitioners). It proposes, for example, to create "personalised training itineraries" which will not waste the time of people who, due to work considerations, are interested only in specific subjects.

According to the Centre, it is essential to launch a programme for the production of new integrated teaching equipment, using audiovisual communication methods and computers, which could be used as a resource for distance training.

NETHERLANDS

There is at present a high level of demand for training for the tourist industry in the Netherlands. Several thousand students are opting for training in this sector.

1. Certificates

1.1. Higher level training - HBO - and academic training: in management, planning, administration, consultancy (higher or university level of education); activity supervisor and organiser as well as national tourist guide and the training of trainers (higher education).

1.2. Higher secondary level training: one-year training following HAVO (higher post-primary education), leading to jobs in travel agencies, information offices and for work as a courier.

2. Availability of training programmes

In 1989 the two sides of the hotel, restaurant and catering trades together with the schools set up a foundation known as "Stichting Permanente Educatie HORECA", to enable managers and their colleagues in the HORECA sector acquire new skills through continuing training.

As far as training in tourism and leisure is concerned, the "Stichting Beroepsvoorbereiding voor het toerisme en de recreatie" (BETER), Burgemeester Kerstenslaan 16, 4837 BM Breda, seeks to promote vocational training. Apart from preparing practical teaching material, it supports training projects and develops courses and training programmes.

Bibliography

- PCBB, Stichting Vakopleiding Toerisme en Recreatie (SVATOR): *Rapportage kwalitatieve beroepenanalyse.* PCBB, 1989, 268 pp.

  In this study, SVATOR - a foundation for vocational training for tourism and leisure - sets out to bring vocational education and the business world into a single coherent structure.

- Heijden, S. van der: *De doolhof verlaten: het toeristisch dagonderwijs op weg naar structuur.* Nederlands Wetenschappelijk Instituut voor Tourisme en Recreatie (NWIT), 1985, 88 pp. NWIT, Sibeliuslaan 13, 4837 CA Breda.

  This study describes the organisation of full-time education in tourism in the Netherlands in both qualitative and quantitative terms. The higher education courses focus on leisure-related topics, whereas at the intermediate vocational level the accent is on the commercial aspects of tourism.

PORTUGAL

A. Vocational training in education

The Portuguese education system offers initial vocational training for the tourism sector at various levels, namely:

- university
- higher non-university
- intermediate
- elementary

1. University level

Those who have successfully completed the complementary cycle of higher education and hold a diploma may be admitted to university education. As far as university training in the field of tourism is concerned, the university at Aveiro offers five-year courses leading to a degree in tourism management and planning.

The degree diploma is weighted in "credit units". Under this system a total of 170.5 points are allocated to various subject areas:

Languages (Portuguese, English, French, German) and culture account for 38 points

Management (including business management, personnel management, marketing, financial management, management policy, hotel management and accounting): 36.5 points.

Regional and urban planning and geography: 19 points

Mathematics and statistics: 12.5 points

Computing: 7 points

Social sciences (in relation to tourism): 8.5 points

Economics: 10 points

Fiscal law: 3 points

Work experience and "project": 22 points

Optional courses: 14 points.

The subjects specific to the tourism sector are studied from the second year onwards. Language courses occupy an important place from the very start. In the fifth year, four options are available:

Option I:	Further study of "tourism and development" Consumer behaviour
Option II:	Introduction to urban planning and architecture Development of new tourist products
Option III:	Theory of planning and planning policy Communication and marketing
Option IV:	Regional economy Pollution and quality of the environment

The second semester of the fourth year includes a total of 250 hours' work experience. In the fifth year, finally, students undertake a project.

2. Higher non-university level

2.1. Polytechnic education

The education at this level is provided by both official and private establishments, each offering its own training programme. As with university studies, the admission requirement is twelve years' schooling (plus an entry exam in some cases). The three-year period of study leads to the academic qualification of "**bacharel**". The diploma awarded by the private institutes is recognised by the State, since the curriculum is authorised by decrees and opinions issued by the Ministry of Education and Culture and published in the Official Journal.

The official establishments are:

- Instituto Politécnico at Faro: courses in hotel management.
- Instituto Politécnico at Viana do Castelo: courses in tourism.
- Escola de Hotelaria e Turismo at Porto: diploma in hotel management, diploma in business practice or tourism.

The private establishments are:

- Instituto de Novas Profissões - INP - Lisbon: course in tourism, language proficiency and tourism.
- Instituto Superior de Linguas e Administração - ISLA - Lisbon: courses in languages and tourism.
- Instituto Superior de Assistentes e Intérpretes - ISAI - Porto: courses in tourism.
- Instituto Superior Politécnico Internacional - ISPI - Lisbon: courses in hotel management.

Private establishments charge an enrolment fee and a monthly tuition fee.

Official polytechnic education is still in its early stages. For example, the Tourism Section of the Polytechnic Institute at Viana do Castelo was set up by a decree of the Ministry of Education on 30 January 1989, whereas the hotel branch, which is part of the management section of the Polytechnic Institute at Faro, was set up by decree of 24 June 1986.

In the official establishments, combined "theoretical-practical" courses predominate.

The higher training programme includes a period of work experience after the second year of study.

2.2. Training of guides and interpreters

Courses for guides and interpreters also come under the higher education programme. To qualify for admission, candidates must have completed twelve years' schooling. The training lasts three years and culminates in the **"National guide/interpreter"** diploma, corresponding to the "bacharel".

Apart from the institutions mentioned above, the Algarve school of hotel management and tourism also offers courses at the same high level leading to the title of guide and interpreter (in this case the upper age limit for admission is 25). The establishment is the only official institution offering this form of training.

The diploma meets the requirements laid down for State recognition of the title of national guide/interpreter or courier, as stipulated by Statutory Order no. 179/89 of 27 May (which, among other things, requires the higher education diploma; it also authorises any national of an EC Member country to operate as a national guide/interpreter or courier in Portugal).

A study of the curricula of private institutions reveals that they also offer courses in languages and culture, together with a few courses in management such as marketing, business management and accounting.

3. Intermediate level and basic vocational training

Training at this level is organised by the "Instituto Nacional de Formação Turistica" - part of the Tourism Secretariat - under which the hotel and tourism schools operate. Apart from the higher level courses mentioned above, this Institute organises the intermediate-level and basic training for this sector.

The "intermediate qualification" courses are directed to young people under 25 who have completed nine years' schooling. The courses are in:

- food and drink management to prepare intermediate-level chefs for the hotel industry and for supervisory functions in catering. This two-year course offers 35 hours' instruction per week.
- reception work to prepare for the career of receptionist. This course lasts for a year, with 30 hours' instruction per week.
- chef/pastry chef. Two-year training with 35 hours' instruction per week.
- table and bar service, training people for restaurant or bar work. This is a one-year course with 35 hours' instruction per week.
- room service; this training lasts for a year with 32 hours' instruction per week.

At present the main hotel and tourism schools in Portugal are in Lisbon, Estoril, Porto and Faro (with a section at Portimao). Three new schools will soon be operating in Setubal, Coimbra and Estoril. At a later date, a new school will open at Vilamoura.

B. Vocational training programmes

In Portugal, the body responsible for coordinating, organising and running the entire vocational training and apprenticeship programme for the hotel and tourist trade is the "Instituto Nacional de Formação Turística" (INFT)*.

The training is geared principally to those already working in the trade or who are temporarily out of work. The minimum age for admission is 25.

The courses take place in hotel and tourism schools outside normal working hours. They run for 20 weeks for a total of 200 hours. Alternatively, they may be run by teams of INFT teachers on business premises. In this case courses last a total of 130 hours spread out over 13 weeks.

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* See also page 66

These are courses providing a specialised qualification. Some are aimed at preparing people already working as receptionists or porters for the duties of section supervisor, etc.

The training courses are directed at the following job categories: head receptionists and head porters; receptionists/porters; housekeepers; room service staff; head waiters; wine waiters; waiters and waitresses; head cooks; cooks; pastry chefs; head pastry chefs; head barmen and barman.

INFT's vocational training work is sometimes carried out by peripatetic teams, the aim being to provide further or specialised training according to requirements and demand under agreements concluded between INFT and other bodies such as the regional tourist authorities, employers' associations, the trades concerned, the unions and the employers themselves.

In addition, each year INFT runs training programmes in specific fields. They take the form of specialised courses or seminars on specific topics and, as a rule, are targeted at people already working in a particular trade. In this way, the Institute attempts as far as possible to cover the entire territory. These specific training programmes include: the organisation of tourist activities, qualifications in hotel administration, marketing, computing, telematics, the training of trainers and travel agency management.

Mention should be made, finally, of the language courses which are given in the hotel and tourism schools and are also intended to provide those already working in the trade with additional and specialised skills.

The following figures illustrate the scale of vocational training in hotel and tourism schools in Portugal.

In academic year 1987/88 in all the country's hotel and tourism schools:

631 students were enrolled for "qualifying" courses, i.e. basic training (77 guides-interpreters, 17 tourism practice, 23 hotel management, 136 hotel work, 96 chef/pastry chef, 166 restaurant and bar work).

324 students were enrolled on "further training" courses, i.e. continuing training (82 for bar work, 65 restaurant service, 59 cooking, 54 reception).

308 students were enrolled on language courses (201 for English, 67 for German and 40 for French).

Bibliography

Jornal de Lisboa, 10 May 1989, p. 2.

Article stressing the need to increase the provision of training in the field of tourism. At present only 60% of the demand is met. Calls for an expansion of training and also for business support schemes for the establishment of internal training centres. The article also stresses the problem of training trainers.

Formação profissional na indústria hoteleira. O Século, 31 March 1989.

The articles describe the training programme in two hotels in the Azores, introduced as a result of difficulties in finding qualified staff locally. Out of a hotel staff of 200, 130 are under training. The participants are generally young and inexperienced and work for chefs and sous-chefs, most of whom come from the mainland. The latter will be gradually replaced by local workers once they have qualified.

Curso de Turismo. Correio da Manhã 1989.

This journal announces courses for State employees in the provision of tourist information, organised by the Região de Turismo do Algarve in conjunction with the Hotel and Tourism School.

UNITED KINGDOM

A. Initial training

The provision of initial training for the tourism trades may be split into two areas: the more traditional area of hotels and catering and its various branches, with a well established system of training at all levels; and, secondly, management in the field of tourism, travel and leisure.

Two observations may be made: the first is that manpower qualifications and technical skills are becoming increasingly specialised; the second, that the management and administration qualification covers skills that are more readily transferable between sectors. Tourism is often offered as a special option in commercial and management courses at all levels, thus confirming the latter remark.

Apart from in-house training which is difficult to analyse and quantify, the colleges, polytechnics and universities play a key role in the provision of vocational training for tourism. A characteristic feature of the United Kingdom - which also applies to training in the tourism sector - is the link between industry and the colleges.

1. HORECA training*

There are higher vocational schools offering training programmes starting at the end of secondary education (GCSE or General Certificate of Secondary Education plus A-level subjects) leading to a BA degree in Hotel and Catering Management (CNAA degree, equivalent to a university degree) or to the HND or Higher National Diploma or a BTEC (Business and Technician Education Council) diploma. In Scotland, this diploma is known as SCOTVEC (Scottish Vocational Education Council) diploma.

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* Hotels, restaurants, catering.

Example: The Scottish Hotel School: The four-year BA generally includes two years' technical training for the hotel trade, a third year's work experience organised and supervised by the training institute and a fourth year's administrative training.

The HND in Hotel, Catering and Institutional Management lasts three years and, here again, particular attention is paid to work experience.

Another example in connection with the HND: the Norwich Hotel School has devised its own training programme on the basis of a proposal drawn up by the Hotel Employers Group, which has produced a profile of the qualifications required for the HND diploma. The result is a three-year "sandwich" course, with the second year worked in the industry. One benefit of the partnership with the hotel industry is that case material is provided so that the courses can be updated to suit the industry's requirements.

Another example: School of Home Economics and Institutional Management: this is a university-level institution offering a three-year BSc degree in Hotel and Institutional Management. An integral part of the training is the minimum 28 weeks' work experience, mainly during the summer holidays, with the rest of the course being a combination of general education and management and technical training.

2. Training for the tourism and leisure sector

There are opportunities for basic training for the tourism and leisure sector at all levels. At non-university level, these include "Tourism and Leisure Services" and "Tourism marketing/Planning and Development", and also the CNAA and HND diplomas.

As regards the CNAA diplomas, it should be pointed out that some establishments offer special classes to students studying for a BA in Hotel and Catering Management or for a general BA degree from a Business School. At the Scottish Hotel School, for example, students may opt for three streams:

- "Tourism 1", with two modules: international tourism and structure of the tourism industry in the United Kingdom;
- "Tourism and Leisure", with two modules: British tourist destinations and the leisure scene;
- Leisure management and planning, with three modules; evaluation of the leisure and tourist markets; evaluation of leisure and tourism schemes, and case studies.

The HND course in commerce and finance may also include a specialist tourism option.

The advanced courses in tourism and recreational management lead to the following diplomas:

- at CNAA level: diplomas in recreational, leisure, travel and tourism services
- at HND level: BTEC diplomas in leisure studies
- at post-graduate level: diplomas in heritage, leisure or recreational management.

An analysis of the basic training available in the United Kingdom is complicated by the differences in terminology and categorisation, due principally to the fact that training is not centrally administered but comes under various regional authorities.

B. Provision of training programmes

Several employers' organisations - often in conjunction with public bodies - organise training programmes aimed at enhancing the vocational qualifications of employees.

Among the multitude of training programmes, a distinction may be made between training programmes organised under **local collaborative projects** and continuing training programmes in higher education colleges and schools.

1. Training programmes organised under local collaborative projects (LCP)

1.1. HORECA sector

The LCP system may best be described by the following publication: FEU. REPLAN: *Training for the self-catering industry: an example of college/employer collaboration in training for unemployed adults*. London, FEU (Further Education Unit), 1988, 44 pp.

In 1984, talks were held between the continuing training college at Evesham and local camping and caravan businesses in an effort to identify the training requirements for the self-catering industry. The outcome of these negotiations was the creation of a local collaborative project (LCP), under which a training programme for employees and workers was set up in conjunction with accommodation rental businesses, aimed at the unemployed. A further aim of the project was to identify the training requirements for management and staff and to examine curricula to see whether they were meeting industry's needs and how they might be changed. Lastly, the aim was to validate the certificates obtained at the end of training programmes and evaluate the nature and extent of the training market. This report summarises the project carried out at the Evesham college and describes the proposed courses.

1.2. Training for tourism under a local collaborative project

The training often takes the form of short courses meeting the local requirements identified by the project.

At present, there are some 50 training programmes of this type. The subjects include: urban tourism; marketing, advertising and promotional activity; staff recruitment, selection and training; management; human relations; foreign languages; non-agrarian sources of income for farmers.

2. Continuing training programmes in higher education colleges and schools

2.1. An example here is the programme of the "School of Home Economics and Institutional Management", leading to the "Diploma in Tourism". These part-time and weekend courses are intended for students who are not able to attend full-time courses.

2.2. Some polytechnics also offer courses for people already working in the tourism sector in small or medium-sized businesses. For example, Middlesex Polytechnic has developed a programme in conjunction with the English Tourist Board leading to the specialist qualification of Master of Business Administration in tourist management, a qualification approved by the CNAA. The two-year evening courses are for 1½ hours per week plus two weeks' full-time training each year.

2.3. The College for the Distributive Trades (CDT) in London has been a major centre for the organisation of courses for the travel and tourism sector since 1975. The courses are at various levels, ranging from the City and Guilds of London Institute (CGLI) (see CEDEFOP 1983 Guide, p. 457) for those working as tourist amenity and travel agency staff, to courses recognised by the Business and Technician Education Council (BTEC) leading to the national and higher national diploma, i.e. advanced commercial courses.

The CDT's main activities are geared to short "pro-active" and "reactive" courses to meet the industry's requirements; 25% of these courses are for the tourist sector. The reactive training often takes place on business premises, since it is a type of training geared to business requirements. As a general rule, the courses are designed to improve job effectiveness. The pro-active courses - generally two-day seminars - cover such topics as developing "incoming" tourism (i.e. tourists from abroad) and the law as it effects tour operators or travel agencies.

3. Programmes run by the Training Unit of the British Tourist Authority

"Welcome to the Tourism Industry" is a programme aimed at tourist businesses and is designed to promote customer services through staff training programmes.

The training takes place in the firms themselves or takes the form of outside courses, distance training or training given by consultants.

Training material: for in-company training there are teaching packs (video cassettes, work books, etc.) covering such topics as the quality of tourist services and the various tasks of service staff. The video programmes are aimed primarily at seasonal workers and cover such topics as telephone behaviour and the importance of staff attitudes. Lastly, there are training manuals on tourist services. The distance training uses video programmes and text books; the "consultants" are organisations such as colleges and polytechnics, which can produce tailor-made programmes or put on short courses.

4. Distance training

As a general rule, distance training programmes are aimed at the managers and staff of small businesses.

Apart from the distance training offered by the BTA, which seeks to improve tourist services, there are such distance training programmes as the following.

4.1. The "Open Tech" programme. This is a training programme for those already working in tourism. Open Tech seeks to improve services and - on a larger scale - to develop tourism as a whole. The form of teaching is known as "open learning", which can be adapted to individual working conditions. Students may enrol with an assessor or, together with other students, in seminars, or with a tutor. The "Hotel and Catering Open Tech" offers nine teaching units including marketing, financial management, new technologies, personnel management; in addition, technical units are offered. Each unit comprises 60 hours' instruction. The courses offer training geared to effective management.

An agreement has already been reached to the effect that students successfully completing four main subject units and presenting a personal project will receive a BTEC diploma in Business Administration.

It is still too soon to measure the impact that Open Tech has made on the development of the tourist industry. It is estimated that of the 450,000 managers currently working in the HORECA sector, three quarters have no formal qualifications. Since the start of the programme in 1986, 1,000 "Open Tech packs" have been sold.

The Scottish Vocational Education Council (SCOTVEC) has also developed an Open Tech course covering marketing, costs, personnel, legal aspects and accounting for small tourist businesses. The course helps students to identify which training units are of benefit to them personally; it is also flexible and offers tutor back-up.

4.2. An introduction to Travel and Tourism in Britain. Basic City & Guilds course offering introductory training for tourism and travel (5 modules, 25 hours).

4.3. Getting into Rural Tourism (basic course for rural tourism primarily intended for Wales - 30 hours' instruction and 20 hours' seminar).

To meet the problem of qualifications for those working in tourism, the Tourism and Hospitality TAP (Training Access Points) has developed a training database covering training programmes throughout the country. There are two terminals in operation, one at the Hotel and Catering Industry Training Board for employers and colleges, and the second in London for use by the general public, in particular unemployed people interested in working in this sector and those seeking information on opportunities for promotion.

Bibliography

Bacon, Fiona: *A movable training feast*: Times Educational Supplement, 21 April 1989, p. 144.

This article describes a new scheme developed by a Surrey technical college (vocational school) together with a consortium of local restaurateurs and hoteliers, the aim of which is to attract qualified staff into the catering sector and to provide job-related training that is an improvement over the traditional courses.

Crane, J.D.; Moorhause, J.D.: Further Education Unit (FEU). *Updating Catering and Tourism in Rural Areas.* London, FEU 1988, 47 pp.

This FEU/PICKUP report (Professional, Industrial and Commercial Updating) was carried out for the Herefordshire Technical College. It is the outcome of one of the FEU projects concerned with the diversification of the rural economy and small businesses. The report is primarily intended for the colleges concerned and covers training programmes for small hotel and restaurant businesses.

Davidson, R. *New initiatives in training for the tourism industry.* Training Officer, 21 (12) 1985. p. 361 (3 pp.).

The article considers the role of the education and training unit of the British Tourist Authority and of the English Tourist Board in the provision of training for the tourist sector, including the continuing training courses run by colleges and tour companies.

Everist, T. *A welcome change in customer relations*, Transition, July 1988.

The atmosphere in large hotels is often impersonal. This article describes a training programme under which students spend a night in a particular hotel so that they can experience at first hand the service they seek to provide.

International Labour Office

Technical Cooperation Programme: under its technical cooperation programmes, the International Labour Office attaches great importance - in view of the long-term impact - to the training of staff, technicians and officials in order to underpin the aims of development.

As regards development programmes for the hotel, catering and tourist trades, staffing requirements have been studied in the light of training capacity in the regions in question, and proposals on the provision of training geared to the demand for qualified staff have been put forward. Accordingly, training programmes have been launched in various countries. They cover the planning of facilities, curriculum and syllabus design, training methods, the training of trainers, the selection of training opportunities, the management of training programmes, etc. In other programmes the courses are geared to "management consulting", i.e. development programmes for owners of businesses.

PART TWO

TOURISM AS PART OF DEVELOPMENT POLICIES AND IN A NATIONAL ECONOMIC CONTEXT

A series of publications, listed below, illustrates the importance of tourism at national level. These publications provide information on the contribution made by tourism to the gross national product, export earnings and job creation. They also cover plans to develop the tourist market, for example in Spain and Ireland, based on research on the impact of tourism on the national economy.

A series of specific studies deals with regional development through tourist policy initiatives. In many cases, the development relates to rural areas (Ireland, Italy, United Kingdom, Greece) or urban regeneration measures (United Kingdom).

The main aim of the policy measures described is to strengthen the impact of tourist development on employment - particularly the creation of new jobs.

Several countries have launched development projects or plans to promote employment opportunities through tourism aid programmes (Ireland, Portugal, United Kingdom). These plans include information on the growing need for vocational training arising from the development measures.

The study on the impact of tourism on the economy brings out the difference between direct and indirect impacts (Greek and French publications). The direct effects are on employment in tourism and the indirect effects are those which are the result of the impact of tourist development on the expansion of other industrial sectors. An example is a French study on the 'multiplier effect' of tourism.

Other publications - this time German and Italian - focus on the effects of tourism on the environment and on the protection of the cultural heritage. The cultural role of tourism is emphasised in Belgium, for example, where cultural affairs are given political recognition.

Conclusion: In all the member countries, tourism generally forms part of economic development policy. Even though the impact of developing tourism on employment is recognised, the relative role of tourism in the national economy differs from one country to another.

But apart from a few case studies and the Irish development plan (see below), there appear to be no in-depth studies on development policies that quantify the implications for employment, so that projections can be made of the training requirements or the indirect effects on other sectors.

The following pages give details in respect of some member countries of policies in the field of tourism and their implications for national and regional economic development; these details are supplemented by bibliographical extracts. For other countries, the bibliography references appear at the end of this report.

1. Belgium

On 21 July 1971, a law was passed on the powers and operation of cultural councils (Moniteur belge, 23 July 1971). It made tourism a cultural matter linked to recreation and made it the responsibility of the (regional) Communities.

The special law on institutional reform of 8 August 1980 confirmed that:

- tourism is one of the seven cultural subjects;
- aid to the tourist industry would be channelled to the Regions.

The law recognised the cultural role of tourism and its importance to the national and international economy, but there are difficulties in assessing its impact since only a few valid statistical tools are available.

An indication of the importance of the HORECA sector and the tourist sector in general may be the number of persons employed: in Belgium at 30 June 1987, 45,862 people (over two thirds of whom were in the Flemish Community) were self-employed in the tourist and leisure industries. At the same date, 65,526 people (53,263 of whom were in the Flemish Community) were employed in the HORECA sector, 3,449 in travel agencies and 922 in tourist offices. (Source: Rijksinstituut voor de Sociale Verzekeringen der Zelfstandigen.)

Regional differences are also apparent in the number of overnight stays: of a total of 30,784,000 overnight stays in 1987, 14,548,000 were on the Belgian coast, 4,481,000 in historic towns, 4,682,000 in the Ardennes-Meuse region and 4,328,000 in the Campine region. (Source: Nationaal Instituut voor de Statistiek.)

Under regional policy, "the French Community recently set up a Conseil supérieur du tourisme (Tourist Board) to devise a more dynamic strategy. (Source: le Vif, l'Express, 16 to 22 June 1989, p. 18: "*La chasse au trésor.*")

2. Greece

Tourism has expanded considerably since the end of the Second World War. The number of tourists visiting Greece each year topped the one million mark in 1966, rising to 8.23 million in 1988. National income from the tourist trade exceeded $3,800 million in 1988. The proportion of tourist-related revenue compared with the Greek GNP for 1988 was 7.31%. The ratio between tourist earnings and exports was 64.80% and the revenue from tourist activities covered 50.4% of the country's trade deficit.

To meet tourist demand, Greece had a total of 714,540 beds in 1988. Some 215,000 people were directly employed in the tourist sector and 120,000 worked indirectly for this sector, the combined number representing 7.2% of the country's total workforce in 1988.

These figures illustrate that the tourist industry is a major sector of the country's national economy and makes a significant contribution to the total national wealth. The importance of this sector has led to the establishment of an independent Ministry of Tourism responsible for tourist policy and legislation as well as an inter-departmental committee whose task it is to coordinate the whole range of Government activities and programmes in any way connected with tourism.

National policy on tourism has been defined by the new Ministry of Tourism. The investment incentives offered under the new policy are an illustration of the objectives pursued:

- under a new law (1262/82), aid for the expansion and improvement of tourist complexes

- more favourable and less restrictive agreements on more effective land use

- new specifications for modern tourist accommodation schemes such as tourist villages, self-catering accommodation and time-share leasing.

- fresh incentives for the creation of additional facilities for sport, conferences and leisure, golf courses, conference centres, spa treatment etc.

- New opportunities for private investors to develop and run tourist facilities. These apply not only to accommodation complexes but equally to infrastructure projects such as water sports facilities, golf courses, ski centres, spa treatment establishments, etc. These investment opportunities are made possible by long-term low-interest rates for leases on State-owned land.

The National Tourism Organisation (GNTO) is responsible for implementing the Government's tourist policy. Set up in 1951, this body is split into twelve departments (including training, research, market research and publicity). It has 21 offices in the country's main towns and cities and 25 offices in 18 countries.

Bibliography

- *The impact of tourism on the balance of payments: a case study of Greece*, Brij Pal Singh, KEPE (Centre for Planning and Economic Research) Studies 10, Athens, 1984.

The first part of the study gives an overview of tourist activities in Greece compared with domestic and international economic developments. In the second part, the main productive activities stimulated by tourism are systematically defined and an attempt made to assess their impact on foreign trade. The analysis estimates the direct contribution made by tourism to net foreign trade earnings.

- *Koinonikès kai oikonimikès epiptòseis tis touristikìs anàptyxis sto Nomò Kyklàdon kai idiaìtera sta nisià Ios kai Serifos katà tin periodo 1950-1980* (Social and economic impact of tourist development for the Cyclades, in particular the islands of Ios and Serifos in the period 1950-1980). P. Tsartas, Ethniko Kentro Koinonikon Erevnon (EKKE), Athens 1989.

The first part of the study includes a description of the main features of tourism, with particular emphasis on the economic and social impact of tourist development on the Cyclades. The second part sets out the findings of research carried out on the islands of Ios and Serifos concerning the effects of tourism in these two regions, which have reached different stages of tourist development.

3. France

The following bibliographical references are primarily concerned with the economic impact of tourism in France:

- *Le compte du tourisme* (The Tourism Account), Paris, Ministère du Tourisme, 1988, 6 pp.

  Document giving the main statistics for assessing the economic impact of tourism: tourist consumption and employment. The tourism account is designed as a means of measurement and presents figures drawn up on the basis of the national accounts. The data also cover the impact of tourism in each region and the role of tourism in foreign trade.

- Leisure parks: DATAR. Paris: Ministère du plan et de l'aménagement du territoire (Ministry for the Plan and Regional Development), 1986, 90 pp.

  Summary study of leisure parks in France, Europe and the United States. Impact on empioyment of the development of these parks in France.

- Impact économique des jeux Olympiques, Délégation interministérielle pour les candidatures françaises aux jeux Olympiques de 1992. (Inter-departmental delegation for the French candidatures for the Olympic Games of 1992), Paris, TETRA, September 1986.

  Profiles and specific features of the Paris and Albertville (Savoie) candidacy for holding the Olympic Games. Analysis and assessment of the direct impact of holding the Olympic Games on three sectors: tourism, building/public works and sports (with a calculation of the lasting economic impact).

- Weill, Michel: *Les systèmes individuels d'emplois liés au tourisme: une approche à partir de quelques zones touristiques de Rhônes-Alpes* (Individual employment schemes linked to tourism: an approach based on certain Rhônes-Alpes tourist areas), Lyons, SGAR, December 1984, 59 pp.

  This survey analyses how and under what conditions tourism can create jobs directly and indirectly to help stabilise a population, whether or not that population is of local origin.

- *Les emplois direct et induits du tourisme en France en 1978* (Direct and indirect employment arising from tourism in France in 1978). Confédération française des industries du tourisme, Paris, COFIT, 1980, 66 pp.

  Assessment of the number of jobs in tourism and associated industries (motor vehicle industry) and the jobs indirectly created by the consumption of intermediate products (e.g. in agriculture).

  Analysis of the multiplier effect in other sectors of creating employment in tourism (i.e. agriculture, building and public works, transport, hotels, cafes and restaurants).

4. Ireland

Tourism accounts for 67,000 jobs, represents 7% of exports of goods and services and over 8% of the GNP. The economic benefits are particularly noticeable in rural areas.

The Bord Failte, the Irish National Tourist Office, has drawn up a five-year plan for 1988-92 to promote the Government's objectives for tourism. One of the aims of the plan is to double tourist business by 1992 and to increase the number of jobs it provides by 25,000. As far as the Government is concerned, tourism is an economic investment and forms part of the intensive strategic options for employment and manpower.

A number of regional centres have been specially designated for tourist development. These regions have been selected as a priority for development and investment in view of the expected benefits for their hinterland.

Bibliography

- *23rd Report of the Dáil Committee on Public Expenditure - Review of Public Expenditure on Tourism.* January 1987.

  Study by a Parliamentary committee on public expenditure on tourism. Recommendations for the Oireachtas [Parliament] concerning more effective methods for the financing of tourism.

- CERT Research Report: *Scope of the Tourist Industry in Ireland.* CERT (1987), Lansdowne House, Lansdowne Road, Dublin 4.

  One of the report's conclusions is that tourism is an activity which cannot be studied in isolation simply by observing the goods and services it generates: its effects are felt across a wide range of industries.

5. Italy

The Centro Italiano di Studi Superiori sul Turismo (Tourism Research and Training Centre) in Assisi has published studies and monographs. The series entitled "Collana di Studi e Ricerche sul Turismo" provides material for reference, consultation and updating for those wishing to study the tourist phenomenon at macro-economic and legal level as well as at the technical, business level.

The volumes already produced include:

- *Diritto pubblico per il turismo* (Public Law relating to Tourism), Frederico Tedeschini.

  Manual on public law issues and problems occurring frequently in tourism in Italy. Brief analysis of the role of the political parties and unions in the training of those responsible for tourist policy - referred to here as "lateral groupings" - both in Government and in other authorities, in relation to opening up ways of implementing the rationalisation process. The author also investigates the impact of the Single European Market on tourist services, and the legal implications.

- *Piano di sviluppo turistico - Regione Puglia - Fase di analisi e Fase propositiva.*

  Two volumes on the regional tourist development plan for Apulia, together with the "Progetto Pilota di Sviluppo Turistico delle Isole Tremiti", coordinated by Prof. Giovanni Peroni.

  The first volume sets out the findings of a study on tourism in the Apulia region: structure, dynamic composition, estimates of the inflow of tourists to Apulia, characteristics and effectiveness of the facilities provided and the socio-economic indicators which determine and quantify tourist development.

  The second volume deals with the measures proposed to improve and strengthen the competitiveness of regional tourist facilities. They are aimed at increasing the contribution made by tourism to the Apulia community and economy, with due regard for the improvement - and also the protection - of the region's environment and heritage.

6. Netherlands

Bibliographical references concerning the economic impact of tourism:

- De Vries, C., *Stichting Recreatie - Recreatief werk.* Amersfoort, De Horstink, 1987, 87 pp.

  Description of the opportunities offered by the leisure sector as part of job creation schemes. The study covers both paid and non-paid work.

- *Projektplan Nota Toeristisch Beleid III.* Directoraat Generaal voor Diensten, Midden- en Kleinbedrijf en Ordening. 's Gravenhage, Ministerie van Economische Zaken, 1988, 29 pp. + tables.
  Min. van EZ, Directoraat Generaal voor Diensten, midden- en Kleinbedrijf en Ordening, Laan van nieuw Ooostindie 123, Den Haag.

  In this note, tourist policy is considered from the point of view of the private sector and the consumer. It gives forecasts for 1990-94. The promotion and encouragement of tourism are part of Dutch economic policy, which is market-oriented.

  Tourism is expanding both nationally and worldwide. As a sector it is playing an ever greater role in economic and employment policy, and the Ministry of Economic Affairs is interested in improving the commercial aspect of the tourist sector without forgetting the consumer.

7. Portugal

Newspaper articles in January refer to the introduction of the system of non-repayable grants under the European Regional Development Fund. One such article is entitled:

Fundo Europeu jà chega ao Turismo - A Capital, 21 January 1988.

The system of financial aid for tourist investment (Sistema Incentivos Financeiros ao Investimento Turistico - SIFIT), is one of the three components of the "Programa Nacional de Interesse Comunitàrio" (PNIC): the article gives a general idea of how the programme operates at national level and from the investors' point of view, as well as the hoped-for effects on employment in this sector.

8. United Kingdom

1. In 1986, a report entitled "Action for Jobs - In Tourism" demonstrated the importance attached by the Government to the tourist industry in terms of its potential for job creation. This is shown, for example, by the transfer in 1985 of responsibility for tourist policy from the Department of Trade and Industry to the Department of Employment.

The first part of the report on *Action for Jobs* by the Department of Employment (London, 1986) is on performance in the years up to 1986, i.e. the number of tourists and how much they spent, development and employment estimates.

The second part sets out future projects: Government policy is essentially geared to achieving a much wider distribution of tourism among the country's regions and to promoting tourist activity outside the main holiday seasons. Noteworthy among the Government's actions is the introduction of a series of "Tourism development action programmes" lasting for two or three years, based on specific initiatives which can be implemented rapidly through partnerships between the English Tourist Board and local authorities or other agencies. These programmes cover both towns and rural areas. Other Government measures include aid for innovative schemes.

The third part of the report covers the growth of the leisure industry.

2. The data and information given in this report are supplemented by a report entitled *Tourism 88 - Resorts at Work*, which stresses the growing importance of the tourist industry and the number of job opportunities it creates.

PART THREE

STUDIES AND RESEARCH ON TOURISM, IN PARTICULAR ON THE TRAINING OF MANAGERS

This part lists publications related to research on both the qualitative and quantitative aspects of tourism. The particulars include publications analysing the content of training for managers and also certain training programmes for managers.

Publications originating in member countries may be listed under three headings:
- national studies on tourism and employment;
- studies and research on specific subjects
- the training of managers.

1. National studies on tourism and employment

a. Observatorio permanente del comportamiento de las ocupaciones, Ministerio de Trabaho y Seguridid Social, Instituto Nacional de Empleo, Subdireccion General de Gestion de la Formacion occupacional. Madrid, 1988.

Standing report by the Ministry of Labour and Social Security on the status of occupations. This is a study of the four major employment sectors covered by the Instituto Nacional de Empleo (INEM): service, industry, building and agriculture.

Tourism comes under the heading of the analysis of the service sector.

The analysis of each sector includes:

(i) A summary of the significant aspects of the occupations observed, with an outline and brief commentary.

(ii) National-level statistical tables on job vacancies appearing in the press and jobs registered with INEM offices, with comments where the supply of jobs is not being filled.

(iii) Diagrams of trends in job supply and demand in this sector over the past three years.

(iv) Job description sheets, based on admission requirements, as set out in job advertisements (paper qualifications, knowledge of languages, working experience, etc).

(v) Outline of the impact of innovation on employment structures, with an indication of the training needs.

Diagrams on job supply and demand in the service sector and figures on this market in general lead to comparative conclusions.

In the **hotel trade**, the largest number of job vacancies are for cooks and service employees. The number of jobs available exceeds demand in the latter category, whereas supply and demand are balanced in the case of kitchen staff. For other occupations in the hotel trade, there are more applications for jobs than there are jobs on offer.

This analysis finally leads to conclusions as to INEM's training programmes (for example, more regional cooking courses, knowledge of languages, etc).

In the field of **tourism and leisure**, it is observed that there are more job vacancies than can be filled for socio-cultural event organisers and sports monitors. The contrary is true of tourist enterprise technicians and travel agency staff, and a reduction in training programmes is recommended for this category.

b. The Athens Pedagogical Institute, in its dossier on training in the tourist industry in 1989, concludes a summary of industrial and commercial activities in the tourist industry, whose aim is to meet every demand made by the tourist trade.

The components of the tourist industry - tourist enterprises, public organisations and employees - may be divided into two categories:

1. components directly associated with the tourist industry:
   - hotels, letting rooms, hostels, youth hostels and camp sites;
   - tourist offices and tourist guides;
   - restaurants, cafes, tea shops, discos open only during the tourist season;
   - transport enterprises and transport hire firms operating only during the tourist season (for the hire of vehicles, coach excursions and cruises);
   - small-scale production of consumer goods sold only during the tourist season (popular art, costume jewellery, souvenirs, etc);
   - special government organisations for tourism (policing of foreigners, national tourist organisation).

2. Components indirectly linked with tourism:
   - firms located in tourist areas whose profits are substantially increased during the tourist season (restaurants, cafes, tea shops, discos, bars, car hire, etc);
   - agricultural and livestock farmers, fishermen and building firms in tourist areas, as well as retailers;
   - government enterprises (public transport undertakings);
   - industrial sectors profiting from tourism, such as the food industry.

3. Occupations in the tourist industry:
   - in tourist transport;
   - in all forms of accommodation, hotels and restaurants;
   - those offering personal services (guides) and the staff of travel agencies;
   - in retail shops and pleasure craft.

According to this Greek publication, there is no basic research to determine the categories of jobs in the tourist industry. According to information from the Greek National Tourism Organisation (GNTO) the industry provides 210,000 direct jobs and 100,000 indirect jobs. On the other hand, according to OECD estimates, 210,000 people were employed in the hotel trade in 1986 and a total of 420,000 were employed in the tourist sector as a whole. There is a vital need to produce statistical research to encourage a more effective development of tourism.

In view of the general underemployment in Greece, there are no serious problems in finding manpower. On the other hand, there is a growing demand for more highly qualified staff.

c. Other publications:

- *Tourismos (Planning issues, E9/Reports on the 1983-1987 Programme)*, Mylonas A. KEPE (Centre of Planning and Economic Research), Athens, 1987.

  Report on tourism in Greece, covering supply and demand, an evaluation of tourist policy, predictions and plans, the implications of tourist development, tourist policy, statistical tables.

- *Annual Report '88 Forecasts '89: Towards quality....*, Greek National Tourism Organisation (EOT), March 1989.

  Annual report of the Greek National Tourist Board for 1988 giving basic figures on tourism, arrivals, beds, nights spent in Greece, arrivals by continent, publicity efforts, marketing plan and forecasts for 1989.

- *Tourism in Greece 1988: Business*, - Greek National Tourism Organisation (EOT), 1988

  Yearbook with particulars of agreements in Greece and on tourism, with statistical tables and articles on: Greek tourism in a dynamic phase of growth, re-evaluation of the tourist sector: a major milestone in its development.

- *CERT Manpower Survey of the Irish Hotel and Catering Industry (1988)*, CERT, Lansdowne House, Lansdowne Road, Dublin 4.

  Comprehensive survey of the employment situation in the HORECA sector in Ireland. Figures on number and structure of jobs, trends and forecasts.

- Nafzger, J.: *Toekomst - en arbeidsmarktonderzoek Toerisme en Recreatie*, SVATOR, Pedagogisch Centrum Beroepsonderwijs Bedrijfslevel, PCBB, 1989 - 72 pp.

  This study on the future of employment is based on a quantitative study of the tourist and leisure industry. The quantitative section aims to review the tourist firms and jobs with a view to estimating the need for trained staff and determining the needs for adequate training.

2. Studies and research on specific subjects

2.1. Descriptive studies

In addition to the quantitative analyses of tourism, mention should first be made of the descriptive studies. These generally contain a market analysis and make predictions as to the volume of growth and the scope. (See Irish documentation, with international market research, plans of

action in the United Kingdom.) For several countries, the introduction of the European Single Market in 1992 is a challenge which calls for the implementation of plans in response to the expected increase in competition.

Publications:

- *The study of tourism promotion with special reference to the measures to increase the number of Japanese tourists in Greece.* Draft final report, Hellenic Republic/Japanese International Cooperation Agency, May 1989.

  Report covering all aspects of Greek tourism to promote Japanese tourism in Greece, it also looks at subjects such as the country's profiles, a review of tourism in Greece, tourist policy, market research, an analysis of current conditions, forecast demand and promotion projects.

- Trigano, Gilbert: *Pour une industrie touristique plus compétitive*, In Official Journal of Notices and Reports by the Economic and Social Council, no. 15, 1988, 54 pp.

  To improve the tourist industry's performance and competitiveness, the Economic and Social Council has formulated five proposals, including an improvement in social aspects: developing training, counteracting the seasonal nature of the industry and stimulating job creation.

- *Report on Improving the Performance of Irish Tourism*, published by the Stationery Office, Dublin, September 1987. Government Publications Sales Office, Molesworth Street, Dublin 2.

  This report, commissioned by the Irish Government in July 1986, was produced by Price Waterhouse. Its aim is to stimulate discussion on tourist performance and policy in Ireland.

- *Doubling Irish Tourism: A Market-Led Strategy.* Irish Tourist Industry Federation (1989), 4 St. Stephen's Green, Dublin 2.

  This report is based on Ireland's main tourist partners: Britain, the United States, the Federal German Republic, France and Italy. The aim is to define the field for effective investment with a view to doubling the volume of tourism in Ireland.

  The strategy proposed covers four factors to accelerate growth: expanding the demand for tourism, competitiveness, promotion and distribution.

  The outline development plan, as it results from this study, will be based on fresh investment both in town and in country areas (for example, agri-tourism policy).

- *Toekomstverkenning van de verblijfsrecreatie in Nederland.* Kampeerraad, Adviesraad Verblijfsrecreatie, Kampeerraad, 1987, 29 pp., Utrechtseweg 223, 3818 EE Amersfoort.

  Holiday leisure pursuits (such as camping) have developed rapidly over the past few years in the Netherlands. Nevertheless, the trend has now levelled off and many heads of firms need to look to the future. This is also an opportunity to rethink current policy in this field.

2.2. Development of employment and training needs

The question of expanding employment and the effects on training needs is a topical issue directly arising from the growth in tourism (for example, publications in Denmark, Greece, France, Ireland and the United Kingdom). As indicated by the work of the International Labour Office, development, productivity increases and the response from the training bodies concerned go hand in hand. In Ireland, for example, there are practical training plans in response to regional and tourist industry needs. Regional plans also exist in France, Spain and other countries.

Publications

- *Betænkning om uddannelse inden for turisterhvervet.*
  Undervisningsministeriet, Copenhagen, 1989, 59 pp. + appendices
  (Betænkning no. 1158, ISBN 87-503-7717-5).

  Report by the committee set up by the Danish Minister of Education and Research in 1987, with the task of making proposals as to the aims, structure and content of training in the field of tourism.

  The committee submitted its report in January 1989. It concluded that specific vocational training for tourism is not necessary. Nevertheless, the report stresses the need for continuing training for employees at every level.

  The statistics set out in the report are that a total of 10,513 people are employed in the sector. The report estimates the demand for initial and continuing training for ten specific tourist activities: camping, letting, tourist bureaux, tour operators, guides and tourist offices, etc.

- Geuken, K., Haraszik, S.: *Efteruddannelseskurser inden for turisterhvervene. En forundersogelse af behovet for efteruddannelse inden for de turisttilknyttede erhverv i Roskilde-omradet - foretaget i sommeren 1986.* Roskilde University Centre. Institut for geografi, samfundsanalyse og datalogi, Roskilde, 1986, 65 pp. (Publications Institut for geografi, samfundsanalyse og datalogi, discussion paper no. 52). ISSN 0106-5920-52.

  Roskilde University Centre pilot study describing the continuing training and refresher training needs in the tourist industry. The report covers three fields:

  1. The form and structure of tourism in Roskilde;
  2. Existing education and training in the field of tourism;
  3. Analysis of needs for continuing training courses.

  Although this study is on the region of Roskilde in particular, the descriptions of the existing provision of training are of general interest.

- *Touristiki anaptyxi, theoria kai praxi: touristiki ypodomi, touristiki ekpaidefsi, touristiko perivallon*, P.N. Lytras, Ekdoseis Papazisi, Athens 1983.

  Monograph on three subjects: tourist infrastructure, tourist training and the tourist environment. In the second part of the book, tourist training is discussed with a description of the current situation, a review of modernisation of training and a description of the training schools. The third part is devoted to ecological matters.

- Lawinski, Marc: *L'avenir du tourisme: l'évolution de l'industrie touristique et des besoins en formation aux métiers du tourisme à l'horizon 2000*, Paris, AFT, Institut pédagogique, December 1988, 61 pp. + Annexes.

  Trends in tourist behaviour, tourist market analysis, organisation of the tourist industry. Training in tourist trades: existing training, training inadequacies, the prerequisites for initial and continuing training.

- *CERT Research Report: Scope of the Tourist Industry in Ireland*, published in 1987 by CERT, Lansdowne House, Lansdowne Road, Dublin 4, 95 pp.

  CERT (National Council for Training and Recruitment in the HORECA sector and tourism, coming under the Ministry of Labour), has published a report that determines the fields in which CERT's training services can be deployed to promote jobs.

  The research work is based on a highly topical study of employment in the sector in Ireland.

  The main part of the report consists of a description of sector profiles.

  One of the conclusions of the report is that the tourist industry should be considered in the light of three factors: tourism, travel and leisure. No single field of training serves tourism alone.

  Among the proposals made by CERT are that a training plan should be implemented for each sector of the tourist industry, that new basic training programmes should be developed and that there is a need for training programmes related to new product development sectors (services) designed to stimulate the Irish economy.

- *Training in Tourism*, Employment Gazette, Vol. 97, no. 2, February 1989, pp. 85-88.

  This article examines schemes for developing new careers in the tourist industry in Britain. In particular, it considers the effects of the continuing expansion in the sector on recruitment and career structures.

- International Labour Office:

  Hotel, Catering and Tourism Committee, First Session, Geneva, 1989.

  Report I: General Report

  Report II: Conditions of work in the hotel, catering and tourism sector, such as hours of work, methods of remuneration, security of employment

  Report III: Productivity and training in the hotel, catering and tourism sector.

  The first part reports on the employment situation and the efforts undertaken in the HORECA and tourist sector in member countries. This part includes information on vocational training in the different countries and the degree to which that training has adapted to needs in the sector both at staff and management level. The information is based on the findings of a questionnaire sent out to member countries.

  The second part is the ILO report on working conditions in the sector, methods of remuneration and job security.

  The third part is on productivity and training in the hotel, catering and tourism trades. It gives an overview of the goals, status and methods of training in member countries as well as the work of the ILO for the training of managers and vocational training, essentially in developing countries.

2.3. Rural development and agri-tourism

In this context mention may be made of studies on rural development and on the development of "agri-tourism".

Publications

- Fondation rurale de Wallonie (FRW): *Tourisme rural : tourisme de qualité*, in La lettre de la Fondation rurale de Wallonie, 37, 1989, 43 pp., FRW, rue des Déportés 140, B-6700 Arlon.

  A publication on the development of rural tourism in French-speaking Belgium, from the viewpoint of the integrated development of rural regions in Wallonia and on rural development in a sub-region, the hilly region, whose development depends on the training of tourist operators working in partnership.

2.4. Changes in occupational practice

In common with other service industries, tourism is subject to a constant process of change. Tourism has been constantly changing both in terms of the growth in demand and in the need to reorganise the services provided. A rapid change has been observed in tourist enterprises which, apart from meeting the need for accommodation, are devoting more attention to the quality of the way people employ their time during travel. Demand is becoming more specialised and personal compared with tourist services on offer and expectations of value for money are higher. Many firms still have to overcome their habit of considering demand as being a variable that depends on supply and learn how to adapt to these changes.

The changes have repercussions on the organisation of work in tourist enterprises (hotels, agencies and leisure organisations), the need for professionalism and hence training strategy.

A detailed description of jobs, which also takes account of technical changes and development in services, is desirable. In Italy, for example, there exists a classification of jobs; in the same way, an attempt at classifying qualifications and job profiles by the level of training for the jobs might be proposed, based on Law 199/59 of 31 July 1985, published in the Official Journal of the European Communities. The classification of jobs based on levels of training - whether Community-wide or national - is a starting point for the negotiation of employment contracts.

As one example of work along these lines, mention may be made of Italy, whose tourist industry has already passed a milestone at the time of the enactment of the Outline Law 217 of 17 May 1983. The main points covered by the Law are: the creation of "Aziende di promozione turistica" (tourist promotion boards), the definition of a "tourist enterprise", a reclassification by categories of hotel accommodation, definition of the "travel and tourist agency", a clear definition of 10 new tourist occupations (tourist guide, interpreter, courier, conference organiser, sailing instructor, ski instructor, alpine guide, trainee alpine guide or alpine porter, cave exploration guide and tourist activity organiser.

Publication:

- Pine, R., *Equipment Training in the UK Catering Industry*, Eur. Ind. Trg. 10 (5), p. 17 (4 pages).

  Equipment plays an important role in the effectiveness of most catering firms and calls for special attention when structuring training resources. This is not always the case, as shown by the findings of the survey conducted by the author.

2.5. The qualitative development in tourism is evident. Although in the hotel and catering trades the quality of service is playing a growing role, research on the tourist industry has drawn attention to the shift towards a market offering a greater diversity of leisure products and where consumer behaviour is changing. The growing demand for cultural travel (see German bibliography) and business tourism are illustrations of the qualitative changes in tourism. These aspects also give food for thought on the ecological problems raised by tourism (see German and Italian publications).

2.6. The effect on employment

The development of tourism also affects jobs. A few monographs give a description of present and future job profiles being brought about by, for example, the socio-educational role of activity organisers, tour operators, travel agencies and HORECA managers, and the structure of occupations.

On the degree to which the demand for skilled staff is being met, articles published in Britain stress the need for close liaison between employers and training bodies. This need is the subject of thinking in most member countries. Thought is also being given to the problem of the training of trainers and the updating of their training in the light of market realities.

Publications:

- Monograph for the Communidad Autonoma de Canarias, Instituto Nacional de Empleo, Autonomous Government of the Canaries (1989).

  Study on the employment situation in the tourist industry in the Canary Islands. Current economic situation, tourist supply and demand. Vocational training. Structure of occupations in the hotel and tourist industry, the impact of new technology on work. Determining the training needs for each sector of employment.

- *Cambios de Cualificación en las Empresas Espanõlas.* Investigation under the auspices of the Fundación Volkswagenwerk, carried out by the IESA Foundation in Madrid and the SFS Institute in Dortmund.

  Changes in skills in Spanish undertakings. Study under the auspices of the Fondation Volkswagenwerk on hotel enterprises in the Balearic Islands.

  The hotel trade in the Balearic Islands, hotels of different classes and multinational companies. The hotel industry, its development, personnel management, trade union aspects. Changes in dining room management. Two models for the industrialised organisation of kitchens. Possible prospects for job profiles in the hotel trade. Training.

- Findings of a survey on travel agencies. Paris, OFEM, 1988, 56 pp. + annexes.

  An analysis of the sector, development strategy, typology, the implications for trends in qualifications, the position of training agencies.

- Management in the Hotel Industry, CERT, Lansdowne House, Lansdowne Road, Dublin 4.

  Report published in 1987 on the findings of a survey on the management of hotels in Ireland. The publication includes a description of typical career profiles in this sector, as well as a description of managers' duties and their training needs.

- Janssen, H., A. v.d. Lee: *Verkenning inkomende touroperators*, 1986, 27 pp. Stichting Nederlandse Herstructureringsmaatschappij, Postbus 91015, 5200 MA 's-Hertogenbosch.

  Research on the duties of the tour operator. In view of market conditions, the tour operator must choose between a segment of the tourist market or a specialised market segment.

- Nafzger, J., Tilkin, J.M.W.J.: *Samenvattende rapportage Beroepsanalyse Toerisme & Recreatie. Beroepsprofielenonderzoek, toekomstonderzoek en arbeidsmarktonderzoek in het kader van de afstemming van het (middelbaar) toeristisch en recreatief onderwijs op de beroepspraktijk in het werkveld*, Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven (PCBB), 1989, 59 pp. (job profiles in the tourist and leisure sector).

  Summary of reports analyzing jobs in tourism and leisure, forecasts and market research on employment. The publication also describes the research methods employed.

- Moerland, J.J.: *Gidsen in Nederland: een beroepsprofiel. Eindexamenscriptie*, Nederlands Wetenschappelijk Instituut voor toerisme en Recreatie (NWIT), 1986, 72 pp., NWIT, Sibeliuslaan 13, 4837 CA Breda.

  Study on national practices and an international comparative study on practices of the profession of guide with a view to proposals on its statutory regulation in the Netherlands.

- Hilary Metcalf, *Employment Structures in Tourism and Leisure*, IMS Report no. 143, Institute of Manpower Studies, 1987 (see Employment Gazette, February 1988, pp. 84-93).

  Study on the structure of employment in the tourist and leisure sector. This is based on a survey of 400 establishments and firms as well as case studies in 10 large companies and 10 tourist attractions. The careers are observed from the viewpoint of promotion and development.

The study devotes special attention to management careers and the effects of the organisational structure in companies on those careers, on the careers of specialists and on in-company training and apprenticeship which is recognised outside the training agencies, classified by level. The case studies include those on a large hotel, a travel agency and a leisure company.

2.7. Working conditions and the seasonal nature of employment

Two of the special aspects of the tourist industry considered are working conditions and the seasonal nature of jobs, which are covered by a number of studies and discussion papers, for instance on the solution to the need for training for this type of job.

Publications:

- Vanhoutte, Jean-Marc: *L'emploi saisonnier touristique - un nouvel enjeu professionnel: le cas de l'animation*, Paris, MAIL, March 1987, 200 pp.

  The changes in tourist activity and leisure pursuits. Career paths and recruitment procedures in leisure organisation (in particular the Club Méditerranée and a social tourism organisation).

- Van Delft A.: *Omvang en achtergronden van moeilijk vervulbare vacatures in de HORECA*, Bedrijfschap HORECA, 1988, 90 pp., Bedrijfschap HORECA, Postbus 30445, 2500 GK s'-Gravenhage.

  Description of the difficulties of filling vacancies in the HORECA sector. This helps to identify relevant factors on recruitment for jobs in this sector. The study proposes changes to the system of recruitment, training programmes, optimising training opportunities in companies and developing timetables for irregular working hours.

- National Economic Development Council, Tourism and Leisure Industries Sector Group. *Recruitment Challenges; Case Studies tackling the labour squeeze in tourism and leisure*, NEDO, London, 1989.

  NEDC survey of the problems of the impasse in recruitment for jobs in tourism and leisure.

- Tourism and leisure drive on recruitment: IRS Employment Trends, no. 439, 10 May 1989, pp. 3-4.

  The tourist and leisure sector has seen a growth of 70,000 new jobs per year. Nevertheless, most jobs in this sector are low paid, low status and with few prospects. A new campaign is designed to change the image of jobs in the sector and to reduce the problems of recruitment.

- Dr. David Parsons, *Tuning into trends. Tourism and related leisure jobs*, Employment Gazette, July 1987, pp. 337-345.

  This article describes trends observed in jobs in the tourist industry. In the same way, the author looks at the structure of employment and the problem of its seasonal nature. One of the author's conclusions is the need for diversifying the provision of skills.

3. <u>The training of managers</u>

3.1. <u>Initial training of managers</u> generally occurs in secondary technical education, colleges of commerce or universities, either as special studies or as special options.

Although educational programmes differ, for example in the degree to which they are directed to the national market, there are also divergences in practical training on the job. In a few countries, this is alternance training, while in other countries it takes the form of relatively short practical placements.

Publications:

- Radio Télévision belge francophone (RTBF): *Télé-Tourisme: Bizness Tourisme*, Brussels, RTBF, 1989, 1 videocassette. Boulevard Reyers 52, B-1040 Brussels. This programme produced by Belgian television reviews grades and training in the tourist industry. The author of the sequence defines training routes and interviews students and hotel managers. To gain access to hotel management at international level, a young diploma holder must do a period of practical training in this category of hotels. Hotel managers highlight the vital need for experience acquired on the job and for multilingualism.

- *La formation supérieure et la recherche en matière de tourisme*, proceedings of the meeting held on 22 September 1988 (provisional version), Direction de l'industrie touristique, 2 rue Linnois, 75015 Paris, 1988, 74 pp.

  The thinking of teachers of heads of enterprises on the development and value of advanced training in tourist jobs.

- *Beroepenanalyse HORECA-odernemers*, Onderwijscentrum voor de bedrijfstak HORECA, PCBB, 1987, 40 pp.

  Analysis of managerial profession and training for the HORECA sector. Job profiles, proposals as to training profiles and quantitative information.

- *Duas Novas Escolas Superiores de Formação*, Diario de Lisboa, 10 May 1989.

  The article in this newspaper describes how the inauguration of two new advanced training schools is meeting today's needs in the tourist industry and providing training for senior management.

- English Tourist Board, *Education and the tourism industry* (see article in Transition, February 1989).

  The tourist trade may support training establishments by contributing experience with placement, making trainers available, financial aid and procuring teaching materials. For their part, trainers should be more open to local and national needs in the sector and should align their teaching more closely with the situation there. An analysis of 17 case histories shows the advantages of close cooperation between employers and educational establishments.

- Jackson, Mark (ed): *Graduates of the MASTER Class*, Times Educational Supplement 11 November 1988 p. 12.

  This article describes a new qualification in the HORECA sector based on the German "Meister" system. A similar idea has been proposed for the engineering industry, although without much success.

- Davies, E.: *Management training in tourism*, Employment Gazette, Vol. 95(1), January 1987, p. 7 (4 pp.)

  Professionalism in the tourist industry is not enough: customers want little extras. This article considers how training can meet the demand for better quality service and give employees greater job satisfaction. The article underlines the fact that the training obtained by conventional methods does not meet the true needs of the tourist and leisure industry.

3.2. Planning and management

Along the same lines, studies and research on planning and management conducted in a few centres in member countries may help to direct thinking on the training of managers (see, for example, Italian Centre in Assisi, Belgian Centre in Bruges and Brussels, etc). In these cases, the subject is management in the tourist industry, with only incidental consideration of the hotel aspect.

Publications and training for managers:

- Westvlaams Ekonomisch Studiebureau (WES): This research firm has the primary aim of conducting research and gathering information of a regional nature on the province of West Flanders.

  The only Belgian institute offering a comprehensive range of tourist research arrangements, from market research to studies on the economics of companies. In March 1990, WES set up a "Tourism marketing planning" programme for officials in developing countries. These courses cover the nature and structure of the market and the tourist industry and provide an introduction to methods and techniques for the conduct of marketing projects.

- For managers and senior executives, ELKEPA (Management and Computer Institute - Hellenic productivity centre) offers training seminars on various themes. For example, it provides a 16 hour seminar for senior executives on the subject of time-sharing in hotels (more effective and profitable occupancy of hotels throughout the year). The participants have an opportunity to acquire detailed knowledge of the impact of the new law on time-sharing, the investment opportunities that it creates and the implications for hotel management.

- A seminar on tourist marketing (32 hours), giving participants an opportunity to find out about the effects of the integration of European markets in 1992 and on the competition, marketing needs, adaptation, modernisation and greater effectiveness of hotels. This seminar is targeted at senior executives in the tourist industry, travel agencies and financial and trade associations.

3.3. Adjustment to change

The fact that there is a wide range of short courses or specialist seminars on particular aspects of management available to managers in every country shows how much importance is attached to adjustment to change. The consequence is that teaching material needs are also subject to this process of adaptation.

Publications:

- Centre belge du Tourisme des Jeunes (CBTJ): *Journées formation Gîtes d'Etape du CBTJ Responsables de Gîtes Type 1*, Brussels, CBTJ, 1989, 13 pp., rue Montoyer 31, B-1040 Brussels.

  The working document presents and discusses the demand for training for organisers of "gîtes", which are part of the largest Catholic social tourism organisation in the French-speaking part of the country, accounting for 175,000 overnight stays.

- CERT, Review of 1988, CERT, Lansdowne House, Lansdowne Road, Dublin 4.

  CERT report on the training of trainers, in-company training and new approaches towards management training.

- Centro Italiano di Studi Superiori sul Turismo e sulla Promozione Turistica, Assisi: "*Progetto formativo: Turismo '90*", research commissioned from the centre by the Ministry of Labour's Directorate-General for Vocational Guidance and Training. The original aim of this research project was to find solutions which would avoid Italian firms lagging behind their foreign counterparts after the introduction of the single European market in 1992.

  The purpose of the report, therefore, was to suggest a practical framework for skilled training and adjustment of entrepreneurs, trainers and managerial executives in the Italian public and private sector tourist industry.

  Drawing on the data it had gathered, the Centre listed the jobs and the number of managers needed by the tourist industry, ranging from the general manager to the tourist promotion expert, etc. In addition, it set out the training needs and proposed 144 training modules covering 23 subjects. In the same way it analysed the need for trainers and proposed that four schools for trainers be set up.

  Finally, this research pointed out the need for up-to-date teaching equipment (for example, for distance training) and the development of tests. The Centre proposed that an Italian Centre be set up for the selection and placement of management staff in tourist undertakings.

- Beck, Jane: *Managing in a Growth Industry: Report on an accelerated management development programme for women managers in the hotel and catering industry*, Beck Associates/MSD, 1986.

Conclusions

Quantitative development as markets open out and qualitative development, through both technical progress and changing patterns of consumer demand, have significant effects on employment in the tourist industry at every level.

The changing market conditions should be reflected in vocational training, including training for managers in the tourist trade and in the HORECA branch of the industry. Several countries see 1992 as the year of economic challenge to the tourist industry, and as having an effect on employment. This points to the need to adapt both the volume of training to the number of different jobs estimated as needed in the future and the content of training with a view to adapting services. In other words, local solutions must be found to new forms of competition.

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The leaflets include:

- 47/87, on tourism in Portugal in relation to international tourism (statistical study with forecasts).

- in 1989, analysis of hotel and restaurant charges.

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Some thoughts on the research for the documentary study on tourism

1. Although the same questionnaire matrix was sent to all the countries, there have been substantial differences in the ways in which respondents have addressed - or failed to address - the issues in question. This has been the major obstacle in producing a uniform comparative analysis. The differences have been due in part to the diversity of vocational training systems in individual countries.

In our analysis of training systems, in two or three cases it has been necessary to fall back on CEDEFOP's existing publications because the replies on the subject were not detailed enough or were too sketchy. This is unsatisfactory, since it was one of the aims of research to obtain information to supplement what is already in print. Particulars of addresses would in such cases have been useful for the reader.

Some of the other replies, on the other hand, have furnished information in such detail that it could even be used for a classification in the sense of determining the levels of training, as proposed in the Italian document. One comment: the detailed information provided in the "voluminous" replies was mainly on initial training in the school.

2. As regards the second part - the economic importance of tourism - several of the respondents failed to give sufficient thought to the correlation between economic/ regional development and employment/training.

3. Regrettably, some of the respondents offered lists of publications with no indication as to their contents. Certain German publications, for example, appear to tackle subjects that will undoubtedly play a growing role in the future (the qualitative aspects of tourism).

4. This shows that everyone compiling the response to the table of questions differs in the concept of what the work entails. Some people answer the questions in detail, others just provide an outline, while yet others cover the subjects in detail but the responses are incomplete in that they do not reply to all the questions raised.

For example, the questionnaire asked about the number of trainees in courses. With a few exceptions, respondents failed to provide facts and figures as to the number of people being trained in "the tourist sector", the percentage of such trainees by comparison with the total numbers of trainees or the importance attached by young people to this kind of training.

5. It has been hard to break down the information into the order specified in the questionnaire matrix, but it seems that as a result of producing responses corresponding to this structured grid - rather than just replying to a list of detailed questions - some of the respondents have looked more closely at particular aspects (such as the detailed analysis of an occupation and the levels of training in Italy) and shed light on them. This is a very worthwhile contribution and it will enrich the end research, but it should not have prevented the respondents from replying more carefully to all the points raised in the questionnaire.

Berlin, 28 May 1990

Liliane Müller-Warson

CEDEFOP — European Centre for the Development of Vocational Training

Vocational Training in the Tourist Industry

Study by Liliane Müller-Warson

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